

REPORT  
OF THE  
BOARD  
OF  
EDUCATION  
TO THE  
COMM'RS  
OF THE  
DISTRICT  
OF  
COLUMBIA  
—  
1906-1907





Rev. S. J. Jones

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REPORT  
OF THE  
BOARD OF EDUCATION  
TO THE  
COMMISSIONERS OF THE  
DISTRICT OF COLUMBIA

1906-7



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1908





## REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

*To the Commissioners of the District of Columbia:*

Pursuant to an act of Congress, known as Public—No. 254—"An act to fix and regulate the salaries of teachers, school officers, and other employees of the District of Columbia," passed June 20, 1906, the public school system was reorganized. Section 2 of this act is as follows:

"That the control of the public schools of the District of Columbia is hereby vested in a board of education to consist of nine members all of whom shall have been for five years immediately preceding their appointment bona fide residents of the District of Columbia and three of whom shall be women. The members of the board of education shall be appointed by the supreme court judges of the District of Columbia for terms of three years each, except that the original appointments under this act shall be as follows: Three for one year, three for two years, and three for three years, and members shall be eligible for reappointment. The members shall serve without compensation. Vacancies for unexpired terms, caused by death, resignation, or otherwise, shall be filled by the judges of the supreme court of the District of Columbia. The board shall meet for organization within thirty days after appointment. They shall appoint a secretary, who shall not be a member of the board, and they shall hold stated meetings at least once a month during the school year and such additional meetings as they may from time to time provide for. The organization meeting, and all meetings whatsoever thereafter, shall be open to the public, except committee meetings dealing with the appointment of teachers."

\* \* \* \* \*

On July 2, 1906, the following persons were appointed, viz: For three years—George W. Baird, Barton W. Evermann, John F. Cook; for two years—James F. Oyster, William V. Cox, Mrs. Mary Church Terrell; for one year—Mrs. Justina R. Hill, Mrs. David J. Brewer, Oliver M. Atwood.

The board organized by electing Admiral George W. Baird president, Dr. Barton W. Evermann vice-president, and W. W. Connor secretary.

The first meeting of the board was held on July 5, 1906, at 10.25 a. m., Franklin School building, all members having qualified for



entrance upon their duties and being present, except Mrs. Brewer. The board then proceeded to carry into effect the provisions of the act. On August 11, 1906, it appointed Dr. William E. Chancellor to the position of superintendent of public schools of this District, who reported for duty on August 13. At subsequent meetings it appointed teachers and others to complete the organization of the schools for the opening of same on September 17, 1906. In October, 1906, Mrs. Ellen Spencer Mussey was appointed to fill the unexpired term of Mrs. Brewer, who declined the appointment.

The following reports of the condition of the public schools of the District of Columbia for the school year ending June 30, 1907, were submitted to Superintendent William E. Chancellor, and by him to the board of education.

You will also find herein extracts from "The Reynolds Report," making recommendations regarding the public school system of the District of Columbia, forwarded to this office by Mr. William Loeb, Secretary to the President, and from comments thereon of Superintendent Chancellor.

As a result of an investigation of a special committee composed of Mr. Oyster, Mrs. Hill, and Mrs. Terrell, a large number of improvements were made in the conduct of the office of the secretary. A definite, business-like system of making requisitions was brought into effect. A system of receipts in relation to the delivery of supplies ordered on requisitions and delivered by outside contractors was instituted at once, and with good results. Blanks, based on approved lines were printed and placed in use. A much improved system of accounts was installed, and this feature alone has proven of great value to the schools. Improvement in the storeroom was made by establishing a set of books looking toward the keeping of a record of the receipt and distribution of materials and supplies. A new system of delivery and receipt of supplies was also organized and carried into effect with good results. Annual inventories of all supplies, books, furniture, and apparatus in the schools at the end of each school year were ordered made, and the first of these inventories was received in June and contained a large amount of valuable information which, when tabulated, will show definitely and accurately all property in possession of the schools.

JAS. F. OYSTER,  
*President, Board of Education.*



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## SCHOOL CALENDAR.

1907. School opened, beginning of the first half year.....	September 23.
Examination for admission to normal schools.....	September 27-8.
Thanksgiving holiday .....	November 28 to December 1, inclusive.
Christmas holiday.....	December 24 to January 1, inclusive.
1908. End of the first half year.....	February 7.
Beginning of the second half year.....	February 10.
Washington's Birthday <sup>a</sup> .....	February 22.
Easter holiday.....	April 17 to 26, inclusive.
Memorial Day <sup>a</sup> .....	May 30.
Commencement exercises:	
McKinley Manual Training School.....	June 11.
M Street High School, Armstrong Manual Training School, and Normal School Num- ber Two.....	June 12.
Business High School.....	June 15.
Normal School Number One.....	June 16.
Central High School, Eastern High School, and Western High School.....	June 17.
School closes, end of second half year.....	June 17.
School opens.....	September 21.

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<sup>a</sup> This holiday falls on Saturday.



# SCHOOL DIRECTORY OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

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1907-1908.

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## MEMBERS.

Mr. JAMES F. OYSTER, 900 Pennsylvania avenue NW.  
Mr. WILLIAM V. COX, Second National Bank.  
Mrs. MARY CHURCH TERRELL, 326 T street NW.  
Mr. JOHN F. COOK, 1118 Sixteenth street NW.  
Mrs. ELLEN SPENCER MUSSEY, National Metropolitan Bank.  
Mr. W. D. HOOVER, Fifteenth street and New York avenue NW.  
Dr. BARTON W. EVERMANN, 1425 Clifton street NW.  
Mrs. JUSTINA R. HILL, 1738 Q street NW.  
Mr. RICHARD R. HORNER, Stewart Building.

## OFFICERS OF THE BOARD.

*President*, Mr. JAMES F. OYSTER, 900 Pennsylvania avenue NW.  
*Vice-president*, Dr. BARTON W. EVERMANN, 1425 Clifton street NW.  
*Secretary*, Mr. HARRY O. HINE, 3204 Highland avenue, Cleveland Park.

## CLERKS.

JOHN W. F. SMITH, 816 Fourth street NW.  
JOHN W. DE MAINE, 1326 I street NW.  
RAYMOND O. WILMARTH, 227 John Marshall place NW.

## STENOGRAPHERS.

Miss MAUD WAGNER, 12 Ninth street NE.  
Miss M. E. BISHOP, 123 Twelfth street NE.

## MESSENGER.

L. MONROE, 2110 Vermont avenue NW.

The stated meetings of the Board are held on the second and fourth Wednesdays of each month.

## STANDING COMMITTEES.

*Ways and means*.—Mr. Cox, Mr. Hoover, Mr. Cook.  
*Elementary schools and night schools*.—Mr. Hoover, Mr. Oyster, Doctor Evermann, Mr. Cook, Mrs. Terrell.



*Normal, high, and manual training.*—Doctor Evermann, Mr. Hoover, Mr. Horner, Mrs. Hill, Mrs. Terrell.  
*Text-books and supplies.*—Doctor Evermann, Mr. Hoover, Mrs. Hill.  
*Inspection and disposal of unservicable material.*—Mr. Cook, Mr. Oyster, Mrs. Mussey.  
*Sites, buildings, repairs, janitors, and sanitation.*—Mr. Hoover, Mr. Cox, Mr. Oyster.  
*Water supply and drainage.*—Mr. Horner, Mr. Cook, Mrs. Mussey.  
*Rules and by-laws.*—Mr. Cox, Mr. Cook, Mrs. Mussey.  
*Military affairs and athletics.*—Mr. Oyster, Mr. Cox, Mr. Horner.  
*Playgrounds and special schools.*—Mrs. Mussey, Mrs. Terrell, Doctor Evermann.  
*School gardens.*—Mrs. Hill, Mrs. Terrell, Mr. Horner.  
*Libraries and lectures.*—Mrs. Terrell, Mrs. Hill, Doctor Evermann.

## SPECIAL COMMITTEES.

*Amendment of public act No. 254.*—Mrs. Mussey, Mr. Cox, Mr. Cook, Mr. Hoover, Mr. Oyster.  
*Teachers' retirement.*—Mr. Cox, Doctor Evermann, Mrs. Hill.  
*Awards and prizes (Galt legacy prize and Daughters of the American Revolution).*—Mrs. Mussey, Mrs. Hill, Mrs. Terrell.

## SCHOOLHOUSE COMMISSION.

A. T. STUART, Superintendent of Schools.  
 JAMES KNOX TAYLOR, Supervising Architect, U. S. Treasury.  
 JAY J. MORROW, Major, Corps of Engineers, U. S. Army, Engineer Commissioner, District of Columbia.

## OFFICE OF SUPERINTENDENT.

ALEXANDER T. STUART, Superintendent of Public Schools.  
 PERCY M. HUGHES, Assistant Superintendent of Public Schools.  
 ROSCOE C. BRUCE, Assistant Superintendent of Public Schools.

## FIRST DIVISION.

Supervising principal, BERNARD T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first street nw.

No. of building.	Name.	Location.	Name and residence of principal.
53	Addison, Henry...	P street between Thirty-second and Thirty-third streets nw.	Miss E. E. Darnelle, 1521 Thirty-first street nw.
25	Conduit road .....	Conduit road.....	See Reservoir.
68	Corcoran, Thomas.	Twenty-eighth street between M street and Olive avenue nw.	Miss M. F. Gore, 1147 New Hampshire avenue nw.
26	Curtis, William Wallace.	O street between Thirty-second and Thirty-third streets nw.	Miss E. M. Chase, 3014 Dent place nw.
92	Fillmore, Millard.	Thirty-fifth street between R and S streets nw.	Miss T. C. Roeser, 1323 R street nw.
147	Hyde, Anthony T.	O street between Thirty-second and Thirty-third streets nw.	Miss C. A. Ossire, 2721 P street nw.
.....	Industrial Home..	Wisconsin avenue nw.....	R. L. Haycock, Industrial Home.
69	Jackson, Andrew.	R street between Thirtieth and Thirty-first streets nw.	Miss E. L. Godey, 1737 Columbia road.
110	Reservoir.....	Conduit road, near reservoir.....	Miss Roberta Ossire, 2721 P street nw.
14	Threlkeld, John...	Thirty-sixth street and Prospect avenue nw.	Miss S. E. Thomas, 3114 O street nw.
114	Toner, John Meredith.	Twenty-fourth and F streets nw.....	Miss Blanche Beckham, 2721 N street nw.



## SECOND DIVISION.

Supervising principal, CHARLES S. CLARK.

Office, Dennison School; residence, The Manhattan, 1501 Park street, Mount Pleasant.

No. of building.	Name.	Location.	Name and residence of principal.
65	Adams, John Quincy.	R street between Seventeenth street and New Hampshire avenue nw.	Mrs. C. B. Smith, 1522 Ninth street nw.
66	Berret, James G..	Fourteenth and Q streets nw.....	Miss N. E. L. McLean, 1227 Thirteenth street nw.
113	Chevy Chase.....	Connecticut avenue extended.....	Miss M. Ella Olven, 1761 U street nw.
52	Dennison, William.	S street between Thirteenth and Fourteenth streets nw.	Miss K. E. Rawlings, 3321 Holmead avenue nw.
32	Force, Peter. ....	Massachusetts avenue between Seventeenth and Eighteenth streets nw.	B. W. Murch, 627 Florida avenue ne.
41	Grant, Ulysses S..	G street between Twenty-first and Twenty-second streets nw.	Miss F. L. Reeves, 730 Twenty-second street nw.
95	Johnson, Andrew.	School and Lamont streets, Mount Pleasant.	Miss C. G. Brewer, 106 The Ontario.
21	Johnson, Andrew, Annex.	School street, Mount Pleasant.....	
125	Morgan, Thomas P.	V street between Champlain and Eighteenth streets nw.	Miss C. L. Garrison, No. 26 The Victoria.
102	Tenley.....	Tenley.....	Miss H. I. Walsh, 2480 Ontario road nw.
54	Weightman, Roger C.	Twenty-third and M streets nw.....	Miss E. Macfarlane, 920 Sixteenth street nw.

## THIRD DIVISION.

Supervising principal, WILLIAM W. BLACK.

Office, Ross School; residence, 3518 Thirteenth street nw.

104	Brightwood.....	Brightwood.....	Miss H. G. Nichols, 2821 Eleventh street nw.
84	Harrison, William Henry.	Thirteenth street between V and W streets nw.	Miss A. L. Sargent, 1348 Euclid street nw.
119	Hubbard.....	Kenyon street between Eleventh and Twelfth streets nw.	Horton Simpson, The Portner.
72	Monroe, James....	Columbia road between Brightwood and Sherman avenues nw.	H. W. Draper, 1321 Columbia road.
131	Petworth.....	Petworth.....	Miss M. W. Frank, 1003 Otis Park nw.
57	Phelps, Seth L....	Vermont avenue between T and U streets nw.	Miss F. S. Fairley, 109 Ridge road east.
146	Ross, John W.....	Harvard street between Eleventh and Thirteenth streets nw.	Miss K. H. Bevard, The Laclede, 1223 Vermont avenue.
118	Takoma.....	Takoma.....	Miss Margaret Bayly, Takoma, D. C.
101	Woodburn.....	Riggs and Blair roads.....	Miss H. E. King, Fifth and Columbia road nw.

## FOURTH DIVISION.

Supervising principal, WALTER B. PATTERSON.

Office, Henry School; residence, The Princeton, 1430 V street.

27	Abbot, George J..	Sixth street and New York avenue nw	Miss Metella King, 1003 K street nw.
15	Franklin, Benjamin.	Thirteenth and K streets nw.....	C. K. Finckel, 615 U street nw.
143	Gage, Nathaniel P.	Second street above U street nw.....	Mrs. M. E. C. Walker, 1125 Eleventh street nw.
33	Henry, Joseph....	P street between Sixth and Seventh streets nw.	Miss A. A. Chesney, 614 Q street nw.
44	Morse, Samuel F. B.	R street between New Jersey avenue and Fifth street nw.	Miss S. E. White, 213 C street se.
86	Polk, James K....	Seventh and P streets nw.....	Miss M. E. Bond, 818 New Jersey avenue nw.
22	Seaton, William W	I street between Second and Third streets nw.	Miss F. L. Hendley, 1216 L street nw.
29	Thomson, Strong John.	Twelfth street between K and L streets nw.	See Franklin.
45	Twining, W. J....	Third street between N and O streets nw.	Miss S. C. Collins, 623 I street nw.
51	Webster, Daniel..	Tenth and H streets nw.....	Miss S. B. Kent, 834 Thirteenth street nw.



## BOARD OF EDUCATION DISTRICT OF COLUMBIA.

## FIFTH DIVISION.

Supervising principal, SELDEN M. ELY.

Office, Gales School; residence, 50 S street nw.

No. of building.	Name.	Location.	Name and residence of principal.
70	Arthur, Chester A.	Arthur place nw.....	Miss L. M. Warman, 3343 Seventeenth street nw.
61	Blake, James H.	North Capitol street between K and L streets nw.	Miss F. M. Roach, 1826 North Capitol street.
103	Brookland.....	Brookland.....	Miss M. E. Little, 603 Massachusetts avenue nw.
58	Carbery, Thomas H.	Fifth street between D and E streets ne.	Miss A. M. Clayton, 15 U street nw.
116	Eckington.....	First and Quincy streets ne.....	Miss M. R. Lyddane, 453 Florida avenue nw.
133	Emery, Matthew G.	Lincoln avenue and Prospect streets ne.	Miss Adelaide Davis, 213 C street se.
36	Gales, Joseph.....	First and G streets nw.....	Miss K. T. Brown, 1838 Calvert street nw.
108 9	Langdon..... Queen's Chapel Road.	Langdon.....	Miss A. M. Sisson, 1804 First street nw.

## SIXTH DIVISION.

Supervising principal, STEPHEN E. KRAMER.

Office, Ludlow School; residence, 1318 S street nw.

48	Benning <sup>a</sup> .....	Benning.....	Miss M. G. Young, 227 New Jersey avenue se.
50	Blair, Francis P., sr.	I street between Sixth and Seventh streets ne.	Miss E. F. Goodwin, 1414 K street nw.
145	Blow, Henry T.	Nineteenth street and Benning road ne.	Miss F. B. Slater, 1803 Fourth street ne.
37	Hamilton, Alexander.	Bladensburg road.....	Miss C. H. Pimper, 808 Nineteenth street nw.
107	Hayes, Rutherford B.	Fifth and K streets ne.....	Miss E. M. Fisher, 1437 Irving street nw.
128	Kenilworth <sup>a</sup> .....	Kenilworth, D. C.....	Mrs. E. A. Voorhees, Kentlworth, D. C.
142	Ludlow, William..	Southeast corner Sixth and G streets ne.	Miss E. C. Dyer, 1702 Ninth street nw.
71	Madison, James...	Tenth and G streets ne.....	Miss M. J. Austin, 728 F street ne.
94	Pierce, Franklin..	G and Fourteenth streets ne.....	Miss K. C. Babbington, 78 I street nw.
88	Taylor, Zachary..	Seventh street near G street ne.....	Miss G. S. Silvers, 910 L street nw.
121	Webb, William B.	Fifteenth and Rosedale streets ne....	Miss A. J. Bell, 1745 North Capitol street.
136	Wheatley, Samuel G.	Twelfth and N streets ne.....	Miss M. B. Pearson, 1838 Calvert street nw.

## SEVENTH DIVISION.

Supervising principal, EPHRAIM G. KIMBALL.

Office, Wallach School; residence, 1204 Massachusetts avenue nw.

46	Brent, Robert.....	Third and D streets se.....	Miss Lyda Dalton, 505 B street se.
120	Dent, Josiah.....	Second street and South Carolina avenue se.	Miss A. E. Hopkins, 904 East Capitol street.
135	Edmonds, James B. <sup>a</sup>	Ninth and D streets ne.....	Miss M. A. McNantz, 126 Sixth street ne.
115	Hilton, Charles E.	Sixth street between B and C streets ne.	Miss J. M. Rawlings, 131 A street ne.
55	Maury, John W...	B street between Twelfth and Thirteenth streets ne.	Miss A. P. Stromberger, 1325 Massachusetts avenue se.
31	Peabody, George..	Fifth and C streets ne.....	Miss M. A. Aukward, 128 D street se.
59	Towers, John T...	Eighth and C streets se.....	Miss N. M. Mack, 503 A street se.
4	Wallach, Richard.	D street between Seventh and Eighth streets se.	Miss Anne Beers, 117 Fourth street se.

<sup>a</sup> Transferred to this Division March, 1908.



## EIGHTH DIVISION.

Supervising principal, ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 924 B street sw.

No. of building.	Name.	Location.	Name and residence of principal.
42	Amidon, Margaret	Sixth and F streets sw. ....	Miss M. L. Smith, 48 V street nw.
123	Bowen, Sayles J. .	Third and K streets sw. ....	Miss A. B. Neumeyer, 417 Tenth street sw.
60	Bradley, William A.	Linworth place sw. ....	Miss Annie Van Horn, 317 First street se.
105	Greenleaf, James..	Four-and-a-half street between M and N streets sw.	Miss S. E. Halley, 627 Seventh street sw.
23	Jefferson, Thomas.	Sixth and D streets sw. ....	C. N. Thompson, Hamilton, Va.
16	Mc'ormick, Hugh.	Third street between M and N streets se.	Miss Lily Buehler, 326 Second street se.
17	Potomac.....	Twelfth street between Maryland avenue and E street sw.	Miss B. M. Price, 438 New Jersey avenue se.
64	Smallwood, Samuel N.	I street between Third and Four-and-a-half streets sw.	C. A. Johnson, 2011 S street nw.

## NINTH DIVISION.

Supervising principal, HOSMER M. JOHNSON.

Office, Cranch School; residence, Anacostia, D. C.

96	Buchanan, James.	E street between Thirteenth and Fourteenth streets se.	Miss M. R. McCauslen, 710 East Capitol street.
111	Congress Heights.	Congress Heights.....	Miss O. A. Ebert, 808 Nineteenth street nw.
137	Cranch, William..	Twelfth and G streets se.....	Mrs. N. B. Croswell, 1323 Emerson street ne.
149	Ketcham, John H.	Adams street between Jackson and Harrison, Anacostia, D. C.	Miss G. A. Phillips, 149 R street ne.
67	Lenox, Walter....	Fifth street between G street and Virginia avenue se.	H. F. Lowe, 215 Fifth street ne.
122	Orr, Benjamin G..	Twining City.....	Miss C. A. D. Luebker, The Sherman.
138	Stanton, Edwin L.	Hamilton road, Good Hope, D. C....	Miss C. I. Mathis, 808 A street se.
83	Tyler, John.....	Eleventh street between G and I streets se.	Mrs. M. J. Peabody, 725 Thirteenth street se.
87	Van Buren, Martin	Jefferson street, Anacostia.....	Miss S. A. Langley, 311 Sixth street se.
38	Van Buren, Martin, Annex.	Washington street, Anacostia.....	

## TENTH DIVISION.

Supervising principal, WINFIELD S. MONTGOMERY.

Office, Sumner School; residence, 1912 Eleventh street nw.

75	Briggs, Martha B.	E and Twenty-second streets nw....	Miss E. F. Wilson, 1715 Eighth street nw.
6	Chain Bridge Road	Chain Bridge road.....	C. C. Bannister, 1907 Thirteenth street nw.
	Miner, Myrtilla a..	Seventeenth and Church streets nw..	Miss K. U. Alexander, 1512 Pierce place nw.
140	Montgomery, Henry P.	Twenty-seventh street between I and K streets nw.	Miss F. S. Bruce, 1911 Eleventh street nw.
81	Phillips, Wendell..	N street between Twenty-seventh and Twenty-eighth streets nw.	Miss G. F. Smith, 1613 Church street nw.
139	Reno, Jesse Lee...	Howard avenue, Fort Reno.....	Mrs. L. I. Hawkesworth, 500 U street nw.
97	Stevens, Thaddeus	Twenty-first street between K and L streets nw.	Miss M. E. Gibbs, 1363 Irving street nw.
19	Sumner, Charles b.	M and Seventeenth streets nw.....	Miss M. M. Orme, 1522 Pierce place nw.
89	Wilson, Henry....	Seventeenth street between Euclid street and Kalorama road nw.	F. J. Cardozo, 1832 Thirteenth street nw.
49	Wormley, James, sr.	Prospect street between Thirty-third and Thirty-fourth streets nw.	Miss A. M. Mason, 2218 I street nw.

a This building houses the schools of Sumner.

b This building houses the schools of Magruder.



## BOARD OF EDUCATION DISTRICT OF COLUMBIA.

## ELEVENTH DIVISION.

Supervising principal, HENRY L. BAILEY.

Office, Garnet School; residence, 1713 T street nw.

No. of building.	Name.	Location.	Name and residence of principal.
112	Bruce, Blanche K.	Kenyon street between Brightwood and Sherman avenues nw.	M. Grant Lucas, 529 Florida avenue nw.
47	Bunker Hill Road.	Bunker Hill road.....	Miss M. A. D. Madre, 1314 Eighth street nw.
30	Cook, John F., sr.	O street between Fourth and Fifth streets nw.	Miss S. C. Lewis, 41 Patterson street ne.
11	Fort Slocum.....	Blair road.....	J. Parker Gillem, 1620 O street nw.
34	Garnet, Henry H..	U and Tenth streets nw.....	Miss K. C. Lewis, 2439 Brightwood avenue.
76	Garrison, William Lloyd.	Twelfth street between R and S streets nw.	Miss R. A. Boston, 1179 New Hampshire avenue nw.
132	Langston, John M.	P street between North Capitol and First streets nw.	Miss E. D. Barrier, 1706 Seventeenth street nw.
8	Military Road....	Military road, near Brightwood, D. C.	E. R. Beckley, 527 U street nw.
40	Mott, Lucretia....	Sixth and Trumbull streets nw.....	Miss C. A. Heathman, 326 Eighth street ne.
	Orphans' Home...	Eighth street extended.....	Miss N. A. Plummer, Hyattsville, Md.
93	Patterson, James W.	Vermont avenue near U street nw....	A. P. Lewis, 2302 Sixth street nw.
80	Slater, John F....	P street between North Capitol and First streets nw.	Miss A. E. Thompson, 217 L street nw

## TWELFTH DIVISION.

39	Banneker, Benjamin.	Third street between K and L streets nw.	J. W. Cromwell, 1439 Pierce place nw.
56	Benning Road....	Near Benning.....	J. C. Bruce, Anacostia, D. C.
24	Benning Road Annex.		
91	Burrville.....	Burrville.....	D. I. Renfro, 1628 Fifth street nw.
99	Douglass, Frederick.	First and Pierce streets nw.....	Miss H. A. Hebbro, 1129 Twenty-fourth street nw.
100	Ivy City.....	Ivy City.....	J. C. Payne, 654 L street ne.
77	Jones, Alfred.....	L and First streets nw.....	Miss E. A. Chase, 1109 I street nw.
18	Lincoln, Abraham	Second and C streets se..	Miss M. P. Shadd, 2110 Fourteenth street nw.
90	Logan, John A....	Third and G streets ne.....	Miss M. L. Washington, 1127 Twenty-first street nw.
124	Lovejoy, Elijah P.	Twelfth and D streets ne.....	Miss M. A. Wheeler, 1034 New Jersey avenue nw.
98	Payne, Daniel A..	Fifteenth and C streets se.....	Miss M. L. Jordan, 2346 Sixth street nw.
134	Simmons, Abby S.	Pierce street between First street and New Jersey avenue nw.	Miss L. G. Arnold, 419 Q street nw.

## THIRTEENTH DIVISION.

Supervising principal, JOHN C. NALLE.

Office, Cardozo School; residence, 1429 Pierce place nw.

79	Ambush, Enoch...	L street between Sixth and Seventh streets sw.	A. V. Shorter, 1726 Eighth street nw.
78	Bell, George.....	First street between B and C streets sw.	J. E. Syphax, 1814 Riggs place nw.
127	Birney, James G..	Nichols avenue, Hillsdale.....	Miss F. J. Smith, 1524 Pierce place nw.
74	Birney, James G., Annex.		
109	Bowen, Anthony..	Ninth and E streets sw.....	Miss J. C. Grant, 1448 Pierce place nw.
148	Cardozo, Francis L., Sr.	I street between Half and First streets sw.	Miss J. E. Page, 2003 Eleventh street nw.
106	Garfield, James A.	Garfield, D. C.....	H. W. Lewis, 1225 Linden street ne.
63	Giddings, Joshua R.	G street between Third and Fourth streets se.	Miss L. A. Smith, 1425 T street nw.
28	Randall, Eliza G..	First and I streets sw.....	Mrs. M. E. Tucker, 413 B street se.
126	Syphax, William..	Half street between N and O streets sw.	J. E. Walker, 1905 Fourth street nw.



HIGH SCHOOLS.

No. of building.	Name.	Location.	Name and residence of principal.
43	Central High.....	O street between Sixth and Seventh streets nw.	Emory M. Wilson, 1416 S street nw.
85	Eastern High.....	Seventh street between Pennsylvania avenue and C street se.	Willard S. Small, 1340 Irving street nw.
117	Western High.....	Thirty-fifth and T streets nw.....	Miss E. C. Westcott, 1317 Riggs street nw.
144	Business High....	Ninth street and Rhode Island avenue nw.	Allan Davis, 900 Eleventh street ne.
82	M Street High....	M street between First street and New Jersey avenue nw.	W. T. S. Jackson, 1816 Sixteenth street nw.

WASHINGTON NORMAL SCHOOLS.

Normal School No. 1.....	Benjamin Franklin School, Thirteenth and K streets nw.	Miss Anne M. Goding, 1419 R street nw.
Normal School No. 2.....	Charles Sumner School building, Seventeenth and M streets nw.	Miss L. E. Moten, 728 Fourth street nw.

MANUAL TRAINING SCHOOLS.

130	McKinley, William	Rhode Island avenue, corner Seventh street nw.	George E. Myers, 1223 Fifteenth street nw.
129	Armstrong, Samuel H.	P street between First and Third streets nw.	W. B. Evans, 1910 Vermont avenue nw.

Supervisor of Manual Training, J. A. CHAMBERLAIN.

Office, Franklin School; residence, 120 S street nw.

DIRECTORS OF SPECIAL WORK.

Department.	Name.	Office.	Residence.
Primary work.....	Miss E. V. Brown....	Franklin School.....	1357 Euclid street nw.
Music.....	Miss A. E. Bentley....	Franklin School.....	1317 Riggs street nw.
Drawing.....	Miss A. M. Wilson....	1017 Twelfth street nw....	Kensington. Md.
Domestic science.....	Miss E. S. Jacobs.....	607 O street nw.....	3509 Eleventh street nw.
Domestic art.....	Mrs. M. W. Cate.....	607 O street nw.....	217 I street nw.
Physical training.....	Miss Rebecca Stone- road.	Webster School.....	1330 Wallach street nw.
Kindergartens.....	Miss Catherine R. Watkins.	1017 Twelfth street nw....	1246 Tenth street nw.
Night schools... ..	B. W. Murch.....	Force School.....	627 Florida avenue ne.

ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. F. G. Merritt..	Miner School.....	1630 Tenth street nw.
Music.....	John T. Layton.....	Sumner School.....	1722 Tenth street nw.
Drawing.....	Thomas W. Hunster....	M Street High School....	1476 Irving street nw.
Manual training.....	James H. Hill.....	Cook School.....	227 V street nw.
Domestic science.....	Mrs. Julia W. Shaw....	Sumner School.....	2024 Thirteenth street nw.
Domestic art.....	Miss Jeanette E. An- derson.	Sumner School.....	1304 Fourth street nw.
Physical training.....	Miss A. J. Turner.....	Sumner School.....	300 T street nw.
Kindergartens.....	Miss N. T. Jackson....	Sumner School.....	318 M street sw.
Night schools.....	W. B. Evans.....	Armstrong School.....	1910 Vermont avenue nw.

ATTENDANCE OFFICERS.

Attendance officer.....	Mrs. Edna K. Bushee..	Franklin School.....	943 Longfellow street.
Attendance officer.....	Mrs. Ida J. Richard- son.	Franklin School.....	309 Eleventh street ne.



## BOARD OF EDUCATION DISTRICT OF COLUMBIA.

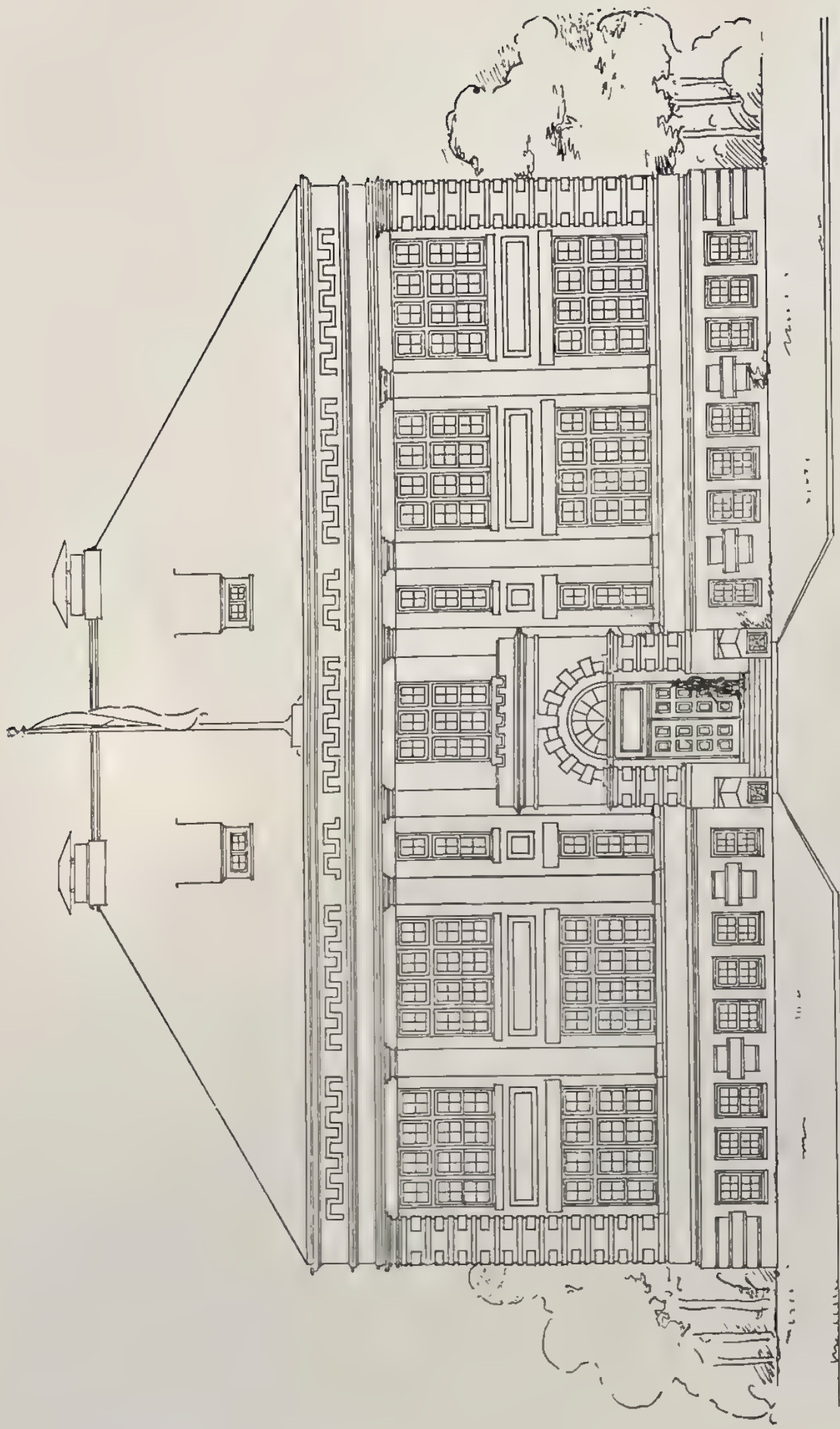
## TEACHERS DETAILED AS LIBRARIANS AND CLERKS.

Department.	Name.	Office.
<i>1-9 divisions.</i>		
Teachers' library.....	Miss Mina Goetz, 2441 Columbia road..	Franklin School.
Superintendent's office.....	Miss M. C. Hovermale, 1207 Sixth street nw.	Franklin School.
Assistant superintendent's office.....	Miss A. H. Birch, 1138 Twelfth street nw.	Franklin School
Office, supervisor of manual training..	Mrs. F. C. Baldwin, The Sherman.....	Franklin School.
Custodian's office.....	Mrs. L. Simmons.....	Franklin School.
Operator.....	Miss A. M. Simonton.....	Franklin School.
<i>10-13 divisions.</i>		
Teachers' library.....	Miss Julia B. Brandon, 1503 Hamilton street.	Sumner School.
Assistant superintendent's office.....	C. H. Fearing, 2003 Third street nw...	Franklin School.









KETCHAM SCHOOL.

WASHINGTON, D. C.  
(Elevation.)

S. ASHFORD, ARCHITECT.



## SECRETARY LOEB'S LETTER.

"OYSTER BAY, N. Y., *September 10, 1906.*

*"To the Board of Education of the District of Columbia:*

"As it is possible the President may wish to refer to educational matters in his annual message to Congress, he will be greatly obliged for any comments the board may care to make on the inclosed report of Mr. J. B. Reynolds. The President is especially interested in that part in which Mr. Reynolds speaks of the need of industrial training. The President cordially agrees with Mr. Reynolds's statement that the children who pursue exclusively literary and semi-literary courses are little inclined to manual labor and are not equipped for it, and yet most of these children are forced to such labor, which they in consequence undertake unwillingly, without possessing either skill or pride in their work.

"WM. LOEB, JR.,  
"Secretary to the President."

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## THE REYNOLDS REPORT.

*"Recommendations regarding the public school system of the District of Columbia:*

"In investigating the public school system of the District of Columbia, as directed by you, I have considered it from the point of view of the educational, social, and civic needs of the community rather than from that of the educational expert. I have, therefore, not attempted to criticise the methods of instruction, discipline, building construction, and administration that obtain.

"I have examined the report of hearings before the subcommittee on the several school bills relating to the reorganization of the schools of the District of Columbia during the long session of 1906, the annual reports of the commissioner of education, the report of the board of education to the Commissioners of the District of 1903 and 1904, the report of the committee on salaries, tenure, and pensions of public school teachers in the United States of the National Educational Association, July, 1905, and I have had many interviews with some of the best informed men and women of the District, both white and colored, regarding the public school system.

"The passage of the school reorganization bill at the last session of the Congress removes the necessity of considering certain prob-



lems relating to the public schools of the District, since various questions have been settled, at least for the present, and the changes required by the new law are yet to be tested.

#### "PHYSICAL WELFARE OF PUPILS.

"In my recommendations I call attention to the provisions for the physical welfare of the children, believing that the first purpose of education should be the development of a sound body.

"I consider the supplementary uses of school buildings, calling attention to those found to a much less extent in the schools of Washington than in those of other large cities of our country.

"I urge a large increase in school accommodations, an increase rendered imperative by the passage of the compulsory education law. The reorganization of the board of education makes timely the consideration of the much-criticised system of school supervision.

"I am glad to record the successful development of the high schools, noting the importance of constant expansion. I have examined the statistics of attendance. These reveal a startling decrease in attendance from the lowest grades of the primary schools to the entrance grades of the high schools.

"The fact that a great majority of the school children get no further than the grammar grades demands, in my opinion, a rearrangement of the primary and grammar grades, so that a more wisely adjusted course of training may be provided.

"My recommendations are as follows:

"First, the physical welfare of the school children should receive more attention. Every school should have a playground, gymnasium, and shower bath. At present but few schools in the District have all of these provisions, and many have none of them. The exercise ground, the gymnasium, and the baths should be under competent direction. This work should be as much a part of the school system as that of the class room. The playground, the gymnasium, and the baths should also be available in summer, wherever there is need for them.

"Second, the public school buildings should be more extensively used. The night school and public lecture systems, which have already accomplished excellent results, should be extended. Literary societies, debating clubs, and other organizations seeking to promote the intellectual and social welfare of their members should be allowed the use of school buildings at a rental which would cover the expense of care and lighting. Such use of school buildings is now made in New York, Boston, Philadelphia, Chicago, and many other cities.

\* \* \* \* \*



"Fifth, the status of the high, manual training, business, and normal schools appears to be excellent, but there is a steady demand for the enlargement of the manual training and commercial schools which should receive prompt attention. The most pressing need of the schools in the recent past, an increase in the salaries of the teachers, has been remedied by recent legislation.

"COMPULSORY ATTENDANCE LAW.

"Sixth, the compulsory attendance law should be strictly enforced, and parents should be urged to keep their children at school throughout the entire primary course, and also through the grammar course when possible. According to the last annual report of the board of education there were in the first grade of the primary school 9,126 children. In the first high school grade there were 1,822, a difference of 7,304. From this it appears that only one-fifth of the children who enter the primary school reach the high school, and the entire benefit derived from the public schools by four-fifths of the children of the District is that furnished by the primary and grammar grades. It is also to be noted that there is a rapid decrease in attendance throughout the successive grades of the primary and grammar schools.

"Seventh, the training of the children in the primary and grammar grades should be more practical. Instruction in reading, writing, and arithmetic is of permanent value, but it must not be forgotten that four-fifths, and possibly nine-tenths, of the children who discontinue their education at the end of the primary or grammar grades will, if boys, earn their livelihood with their hands, and if girls, be their own housekeepers, seamstresses, and cooks. Girls should be taught plain sewing and plain cooking, and boys some of the simple forms of manual labor. Ten years of experience in New York City, where I was in constant touch with the problems of poverty, and part of the time a school official, convinced me that those children who pursue exclusively the literary and semiliterary courses are little inclined to manual labor and are not equipped for it. If forced by circumstances to such labor, as they usually are, they undertake it unwillingly, without pride in their work, and without skill. A majority of the cases of extreme poverty, due to the inability of the wage-earner to obtain employment, arise from this lack of technical training. It seems to me sound public economy for the school to give its boy elementary industrial as well as elementary commercial training.



## MATTER OF FOOD.

"It has been sometimes urged that free soup and free lunches should be provided by the school because of the half-starved condition of many of the school children. My examination of the subject leads me to believe that there is far more starvation due to badly selected and badly prepared food than to actual lack of food. In other words, the ignorance of the mothers regarding cooking and the nutritive value of foods is more frequently the cause of physical weakness than actual hunger.

"The need of industrial training is emphasized by an examination of the report of the Metropolitan police department for the year 1905. It states that 1,762 children under 16 years of age were arrested in the preceding year, of which number 1,427 were penalized or restrained. Nearly all the offenses were those likely to spring from idleness rather than from criminal disposition. My examination of the tenement and dwelling houses of the poor in the District showed me that large numbers of boys and girls are out of school and out of work. Conversations held with some of them showed that they had had no training for any special occupation. I submit that it would be less expensive for the District to train these children than to maintain houses of detention to punish them for misconduct during idleness, of which they are the victims quite as often as the cause.

"Respectfully submitted.

"JAMES BRONSON REYNOLDS."

## LETTER OF PRESIDENT OF THE BOARD OF EDUCATION.

SEPTEMBER 17, 1906.

MY DEAR MR. LOEB: I beg leave to return herewith the report of Mr. Reynolds, inclosing an additional report from the Superintendent of Public Instruction, to whom Mr. Reynolds's report was referred by a majority vote of the Board.

\* \* \* \* \*

With great respect, your servant,

G. W. BAIRD,  
*President of the Board.*

## SUPERINTENDENT CHANCELLOR'S COMMENT.

"The communication of the president of the board of education has been referred to me and carefully considered. While I have not the advantage of personal knowledge of the details of school work in the District of Columbia I have made sufficient inquiries to know the natural policy and conditions. Considered as a whole, Mr. Reynolds's statement is fair and his recommendations are excellent. The sociological point of view adopted by Mr. Reynolds is the right one. Even the educational expert would make most of his recommendations from the same point of view. He may, however, extend his criticisms beyond civic needs, to the methods of instruction and of discipline, to building construction, and to general school administration. It is easy to see from the statistics on file in this office that the school accommodations are seriously inadequate. The true remedy, I believe, is to build a number of large buildings with ample grounds about them, and in some instances to abandon small, old buildings without such grounds.

"In the matter of high school attendance, contrary to the opinion of the President's commissioner, the District of Columbia is particularly fortunate, both in respect to its white high schools and in regard to its colored. I know of no city in America with a population of over 1,000 people with as high a percentage of high school pupils as has the city of Washington.

### "CRITICS OF AMERICAN EDUCATION.

"Settlement workers and other critics of American public education have been making a great deal, recently, of the fact that of five children entering the school at six years of age, but one will go to the high school at fifteen. But so far from criticising Washington for the actual condition, the city should be congratulated that relatively it is so good.

"If, as I believe, and have frequently said in public addresses and in printed matter, 'all boys and girls should go to school from 15 to 18 years of age, quite as much as from 6 to 9 years of age,' which seems to be the opinion also of the President's commissioner, then we shall have to apply remedies far more extensive than those suggested in his communication. These remedies include the expenditure of much more money in education, the radical improvement of



grammar school work, the period of compulsory education advanced from the limit of 14 years to the limit of 19 years, the establishment of special high schools of a very different character from those now maintained, and, probably, the assistance of parents in supporting their children at school, in the later years, at least, of their attendance. American public opinion is not yet ready for these extensive and drastic measures. The President's commissioner suggests that every school should have a play room, a gymnasium, and a shower bath. I most heartily agree. But such expensive items can not well be provided in a district that maintains the policy of building many small school buildings. I understand that most of the schools of this city contain but 8 class rooms, a few have 12, very few have more. Let the District adopt in its city sections the standard of 24 or 30 rooms, then it would be much less expensive to secure playgrounds, a gymnasium, and shower baths for each building. From the professional point of view it would seem that an assembly room is quite as important as playgrounds. The collection of the entire school for morning exercises produces an esprit de corps in the school of immeasurable value to every pupil, and therefore to the principal and teachers engaged in the work of education there. It should be understood that my advocacy of baths for each school building is based on the assumption that there will be gymnastic work.

#### "REQUISITE TO BENEFICIAL RESULTS.

"Such exercise, unless followed by a shower bath, is usually not beneficial to the physical system. It may be that there should be baths in certain schools in this district, irrespective of the maintenance of gymnasium work, but the home conditions, I am glad to say, in most sections are such as not to require baths for any other purpose than that of refreshment after exercise. With the suggestion that the public school buildings should be utilized for evening classes and for public lectures I am most heartily in agreement. I am at a loss to understand why there are not more pupils in attendance at the evening schools of this city. The suggestion that literary societies and debating clubs should be allowed the use of school buildings at very moderate rentals is important. This suggestion also we must all cordially indorse. It is, however, conditioned by the construction in all parts of the city of school buildings with assembly rooms for such purposes.

\* \* \* \* \*

"The commissioner again refers to the rapid decrease in attendance through the successive grades. This is true everywhere in the world, in China as well as in America; in Berlin as well as in Washington. As I have above indicated, the remedies required are expensive and drastic.

## "FAVORS MORE PRACTICAL TRAINING.

"With the suggestion of the commissioner that the training of the children in the elementary schools should be more practical I heartily agree. I am in favor of manual training, using the term in its largest sense, for the children of professional men as well as for the children of manual workers, and I sincerely hope that it will be possible to attain much more training in the lower grades of the schools.

"The disintegration of the American home, due to the stress of poverty and ignorance in the pressure of American economic life, has, it is true, advanced very far, but, with the President's commissioner, I am inclined to believe that the poor feeding of school children is due not so much to lack of money to buy the materials for food as to lack of knowledge how to prepare suitable meals from such material. The final suggestion that it is cheaper to educate than to punish is based upon the plainest statistics.

\* \* \* \* \*

"The District of Columbia is fortunate in that the President of the United States has taken so much interest in the work of education here. Personally I desire to express my own gratification at this interest and at the careful and candid report which has been submitted by Commissioner Reynolds. The fact that the nation pays one-half the cost of the schools, that this is a political capital, annually visited by thousands and tens of thousands of Americans and of foreigners, certainly warrants a desire to establish here the model public schools of the country."

## STATISTICS.

Pupils enrolled:	
First nine divisions.....	35, 356
Tenth, eleventh, twelfth, and thirteenth divisions.....	17, 383
Total.....	52, 739
White pupils (male, 17,271; female, 18,085).....	35, 356
Colored pupils (male, 7,730; female, 9,653).....	17, 383
Total.....	52, 739
Male pupils (white, 17,271; colored, 7,730).....	25, 001
Female pupils (white, 18,085; colored, 9,653).....	27, 738
Total.....	52, 739

	Male.	Female.	Total.
Pupils in normal schools.....	11	213	224
Pupils in high schools.....	1, 203	2, 148	3, 351
Pupils in manual training schools.....	620	410	1, 030
Pupils in grammar and primary schools.....	22, 034	23, 705	45, 739
Pupils in kindergartens.....	1, 133	1, 262	2, 395
Total.....	25, 001	27, 738	52, 739



PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 5.90; female, 61.27; total, 67.17. Colored—male, 6.61; female, 26.22; total, 32.83, distributed as follows:

	White.			Colored.			Total.		
	Male.	Fe-male.	Total.	Male	Fe-male	Total.	Male.	Fe-male.	Total.
Directors of intermediate instruction.	0.06	.....	0.06	.....	.....	.....	0.06	.....	0.06
Supervising principals.	.57	.....	.57	0.26	.....	0.26	.83	.....	.83
Supervisors of manual training.	.06	.....	.06	.....	.....	.....	.06	.....	.06
Primary instruction.	.....	0.19	.19	.....	0.13	.13	.....	0.32	.32
Special departments.	.83	3.94	4.77	1.02	1.51	2.53	1.85	5.45	7.30
Normal schools.	.....	.89	.89	.....	.57	.57	.....	1.46	1.46
High schools.	2.48	5.85	8.33	1.20	.82	2.02	3.68	6.67	10.35
Manual training schools.	1.14	1.14	2.28	1.14	.77	1.91	2.28	1.91	4.19
Miscellaneous.	.....	.44	.44	.....	.13	.13	.....	.57	.57
Grammar and primary schools.	.76	44.51	45.27	2.99	20.00	22.99	3.75	64.51	68.26
Kindergartens.	.....	4.31	4.31	.....	2.29	2.29	.....	6.60	6.60
Total.	5.90	61.27	67.17	6.61	26.22	32.83	12.51	87.49	100.00

The per cent of white teachers was: Male, 8.79; female, 91.21; distributed as follows:

	Male.	Female.	Total.
Directors of intermediate instruction.	0.09	.....	0.09
Supervising principals.	.85	.....	.85
Supervisors of manual training.	.09	.....	.09
Primary instruction.	.....	0.28	.28
Special departments.	1.23	5.86	7.09
Normal schools.	.....	1.32	1.32
High schools.	3.69	8.70	12.39
Manual training schools.	1.70	1.70	3.40
Miscellaneous.	.....	.66	.66
Grammar and primary schools.	1.14	66.26	67.39
Kindergartens.	.....	6.43	6.43
Total.	8.79	91.21	100.00

The per cent of colored teachers was: Male, 20.12; female, 79.88; distributed as follows:

	Male.	Female.	Total.
Directors of intermediate instruction.	.....	.....	.....
Supervising principals.	0.77	.....	0.77
Supervisors of manual training.	.....	.....	.....
Primary instruction.	.....	0.39	.39
Special departments.	3.10	4.64	7.74
Normal schools.	.....	1.74	1.74
High schools.	3.68	2.51	6.19
Manual training schools.	3.48	2.32	5.80
Miscellaneous.	.....	.39	.39
Grammar and primary schools.	9.09	60.93	70.02
Kindergartens.	.....	6.96	6.96
Total.	20.12	79.88	100.00

## ENROLLMENT.

The number of pupils enrolled was 52,739—35,356 white and 17,383 colored. This shows an increase of 747, or 1.43 per cent over the previous year.

The average enrollment was 45,594, or 3.65 per cent above that of the previous year.

The average number of pupils in daily attendance was 42,829.

There were employed 1,575 teachers, as follows:

	Male.	Female	Total.
First nine divisions.....	93	965	1,058
Tenth, eleventh, twelfth, and thirteenth.....	104	413	517
Total.....	197	1,378	1,575
White teachers.....	93	965	1,058
Colored teachers.....	104	413	517
Total.....	197	1,378	1,575

Teachers were distributed as follows:

	White.	Colored.	Total.
Directors of intermediate instruction.....	1		1
Supervising principals.....	9	4	13
Supervisors of manual training.....	1		1
Directors of primary instruction.....	1		1
Assistant directors of primary instruction.....		1	1
Assistants in primary instruction.....	2	1	3
Normal schools.....	14	9	23
High schools.....	131	32	163
Manual training schools.....	36	30	66
Grammar schools.....	311	121	432
Primary schools.....	402	241	643
Kindergartens.....	68	36	104
Music.....	10	7	17
Drawing.....	7	7	14
Physical training.....	8	5	13
Manual training in grades.....	13	5	18
Domestic science.....	16	6	22
Domestic art.....	21	10	31
Librarians in teachers' libraries.....	1	1	2
Clerks in administrative offices.....	6	1	7
Total.....	1,058	517	1,575

The day schools cost—

Officers.....	\$49,656.67
Teachers ( <sup>a</sup> ).....	1,239,320.38
Janitors and care of buildings and grounds.....	92,316.60
Medical inspectors.....	5,851.38
Rent of school buildings and repair shop.....	14,264.31
Rent, equipment, and care for temporary rooms to provide for increased enrollment under the compulsory education act.....	12,612.09
Industrial instruction, including manual training, domestic science, and domestic art.....	18,476.83
Fuel, gas, and electric light, and power.....	80,402.62
Furniture for new school buildings.....	4,514.76

<sup>a</sup> As the appropriation was not made separately for kindergarten teachers as heretofore, the amount spent for said teachers is incorporated in this item. Includes also \$3,400 paid for engineers and assistants.



Contingent expenses, including printing, etc.....	\$38, 835. 78
Kindergarten supplies.....	2, 073. 54
Lectures.....	1, 438. 45
Purchase of pianos.....	1, 977. 50
Text-books and supplies for the first eight grades.....	<sup>a</sup> 53, 829. 25
Flags.....	998. 71
School playgrounds.....	1, 500. 00
Extending the telephone system.....	499. 62
Repairs and improvements to school buildings and grounds and repair- ing and renewing heating and ventilating apparatus.....	64, 799. 00
Repairs to and changes in plumbing.....	44, 601. 56
New buildings and grounds.....	271, 158. 32
Total.....	1, 999, 127. 27

The night schools cost—

Teachers.....	\$10, 809. 50
Janitors.....	1, 190. 50
Contingent expenses.....	691. 81
Total.....	12, 691. 81
Grand total.....	<sup>b</sup> 2, 011, 819. 08

There were enrolled in the night schools 3,143 persons, of whom 1,643 were white and 1,500 colored, who were taught by 84 teachers, 45 white and 39 colored. There were 30 male teachers, 15 white and 15 colored, and 54 female teachers, 30 white and 24 colored.

The night schools cost—

Teachers.....	\$10, 809. 50
Janitors.....	1, 190. 50
Contingent expenses.....	691. 81
Total.....	12, 691. 81

The night schools were in session sixty nights.

School.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Number of nights open.	Number of teachers.
	Male.	Female.	Total.					
White.								
Business Night High.....	233	116	349	215	169	78. 4	60	9
Corcoran.....	62	17	79	40	30	76. 1	60	4
Franklin.....	302	120	422	203	158	77. 7	61	c 10
Gales.....	175	46	221	134	108	80. 1	61	6
Jefferson <sup>d</sup> .....	132	67	199	107	81	76. 0	60	8
Wallach.....	203	67	270	132	106	80. 2	60	6
Total.....	874	317	1, 191	616	483	78. 4	.....	34
B. B. French <sup>e</sup> .....	.....	36	36	24	16	64. 6	18	1
.....	.....	24	24	16	8	51. 8	20	.....
212 H street nw <sup>e</sup> .....	.....	18	18	12	9	78. 2	21	1
.....	.....	25	25	14	12	85. 9	22	.....
Total.....	.....	103	103	66	45	69. 1	.....	2
Total white.....	1, 107	536	1, 643	897	697	78. 1	.....	45

<sup>a</sup> Includes \$1,600 for salaries.  
<sup>b</sup> These figures include obligations for the school year 1906-7 paid to October 25, 1907.  
<sup>c</sup> Includes director.  
<sup>d</sup> Includes cooking class.  
<sup>e</sup> Two cooking classes.

School.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Number of nights open.	Number of teachers.
	Male.	Female.	Total.					
<i>Colored.</i>								
Armstrong <i>a</i> .....	224	295	519	350	272	77.6	61	b 14
Garfield.....	62	51	113	84	69	81.9	46	2
Garnet <i>c</i> .....	100	180	280	194	169	87.0	60	7
Randall <i>c</i> .....	129	211	340	224	184	81.8	60	8
Stevens <i>c</i> .....	101	147	248	202	186	92.2	60	8
Total colored.....	616	884	1,500	1,054	880	83.3	.....	39
Grand total.....	1,723	1,420	3,143	1,951	1,577	81.0	.....	84

<sup>a</sup> Includes manual training, cooking, sewing, and millinery departments.  
<sup>b</sup> Includes assistant director.  
<sup>c</sup> Includes cooking class.

The relative number of pupils enrolled in the different grades of schools are shown by the following:

School.	White.	Colored.
Normal.....	131	93
High.....	2,764	587
Manual training.....	612	418
Grammar.....	12,732	4,500
Primary.....	17,664	10,843
Kindergarten.....	1,453	942
Total.....	35,356	17,383
Per cent of the whole enrollment.....	67.04	32.96

The day schools were in session one hundred and eighty days.

TABLE I.—Showing attendance and cost of white and colored schools.

	White.	Colored.	Total.
Whole enrollment:			
Normal schools.....	131	93	224
High schools.....	2,764	587	3,351
Manual training schools.....	612	418	1,030
Grammar and primary schools.....	30,396	15,343	45,739
Kindergartens.....	1,453	942	2,395
Total.....	35,356	17,383	52,739
Increase for the year.....	155	592	747
Per cent of increase.....	.44	3.52	1.43
Average enrollment:			
Normal schools.....	113	84	197
High schools.....	2,410	534	2,944
Manual training schools.....	528	328	856
Grammar and primary schools.....	26,669	13,251	39,920
Kindergartens.....	1,027	650	1,677
Total.....	30,747	14,847	45,594
Increase for the year.....	683	926	1,609
Per cent of increase.....	2.27	6.65	3.65
Average attendance:			
Normal schools.....	114	82	196
High schools.....	2,282	511	2,793
Manual training schools.....	506	306	812
Grammar and primary schools.....	25,001	12,538	37,539
Kindergartens.....	895	594	1,489
Total.....	28,798	14,031	42,829
Increase for the year.....	652	992	1,644
Per cent of increase.....	2.32	7.61	3.99



TABLE I.—*Showing attendance and cost of white and colored schools—Continued.*

	White.	Colored.	Total.
Whole enrollment:			
Boys.....	17,271	7,730	25,001
Girls.....	18,085	9,653	27,738
Total.....	35,356	17,383	52,739
Whole enrollment in night schools.....	1,643	1,500	3,143
Grand total.....	36,999	18,883	55,882
School buildings: <sup>a</sup>			
Owned <sup>b</sup> .....	89	47	136
Rented.....	17	16	33
Total.....	106	63	169
Schoolrooms: <sup>a</sup>			
Owned <sup>b</sup> .....	693	51	744
Rented.....	323	28	351
Total.....	1,016	79	1,095
Number of teachers:			
Male.....	93	104	197
Female.....	965	413	1,378
Total.....	1,058	517	1,575
Night schools.....	45	39	84
Grand total.....	1,103	556	1,659
Cost of tuition per pupil, including supervision, based on the average enrollment.....	28.54	26.98	28.04
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.....			35.49

<sup>a</sup> Not including high schools, manual training schools, repair shop, and abandoned buildings.<sup>b</sup> Includes Industrial Home and Orphans' Home, not owned.TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1907.*

	White.	Colored.	Total.
Normal schools.....	131	93	224
High schools.....	2,764	587	3,351
Manual-training schools.....	612	418	1,030
Total.....	3,507	1,098	4,605
Grammar schools:			
Eighth grade.....	2,453	683	3,136
Seventh grade.....	2,863	964	3,827
Sixth grade.....	3,436	1,232	4,668
Fifth grade.....	3,980	1,621	5,601
Total.....	12,732	4,500	17,232
Primary schools:			
Fourth grade.....	4,245	1,988	6,233
Third grade.....	4,160	2,199	6,359
Second grade.....	4,199	2,518	6,717
First grade.....	5,060	4,138	9,198
Total.....	17,664	10,843	28,507
Kindergartens.....	1,453	942	2,395
Grand total.....	35,356	17,383	52,739

TABLE III.—Whole enrollment of pupils, white and colored, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1907.

	Boys.	Girls.	Total.	Per cent.
Normal schools.....	11	213	224	0.43
High schools.....	1,203	2,149	3,351	6.35
Manual-training schools.....	620	410	1,030	1.95
Eighth grade.....	1,294	1,842	3,136	5.95
Seventh grade.....	1,685	2,142	3,827	7.26
Sixth grade.....	2,116	2,552	4,668	8.85
Fifth grade.....	2,573	3,028	5,601	10.62
Fourth grade.....	2,991	3,242	6,233	11.82
Third grade.....	3,151	3,208	6,359	12.06
Second grade.....	3,439	3,278	6,717	12.74
First grade.....	4,785	4,413	9,198	17.44
Kindergartens.....	1,133	1,262	2,395	4.54
Total.....	25,001	27,738	52,739	100.00
SUMMARY.				
Normal, high, and manual training schools.....	1,834	2,771	4,605	8.73
Grammar schools.....	7,668	9,564	17,232	32.67
Primary schools.....	14,306	14,141	28,507	54.06
Kindergartens.....	1,133	1,262	2,395	4.54
Total.....	25,001	27,738	52,739	100.00

The whole number of schools below the high school was as follows:

Grade.	White.	Colored.	Total.
Grammar schools:			
Eighth grade.....	74	21	95
Seventh grade.....	64	25	89
Sixth grade.....	82	30	112
Fifth grade.....	91	45	136
Total.....	311	121	432
Primary schools:			
Fourth grade.....	100	51	151
Third grade.....	95	49	144
Second grade.....	109	62	171
First grade.....	108	82	190
Total.....	412	244	656
Kindergartens.....	35	18	53
Grand total.....	758	383	1,141
Whole-day schools.....	521	240	761
Enforced half-day schools.....	152	122	274
Not enforced half-day schools.....	50	3	53
Kindergartens.....	35	18	53
Grand total.....	758	383	1,141

Number of half-day schools above the second grade: White, 0; colored, 2.

The average number of pupils to the school,<sup>a</sup> based on the whole enrollment, was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principal).....	21.7	18.9	21.2
Manual training schools (to a teacher, excluding principal).....	17.4	14.4	16.0
Grammar schools:			
Eighth grade.....	33.1	32.5	33.0
Seventh grade.....	44.7	38.5	43.0
Sixth grade.....	41.9	41.0	41.6
Fifth grade.....	43.7	36.0	41.2

<sup>a</sup> Including ungraded schools.



	White.	Colored.	Total.
Primary schools:	42.4	38.9	41.2
Fourth grade.....	43.7	44.8	44.1
Third grade.....	38.5	40.6	39.2
Second grade.....	46.8	50.4	48.4
First grade.....	41.5	52.3	45.1
Kindergartens.....			

One thousand five hundred and seventy-five teachers were employed, as follows:

	White.	Colored.	Total.
Directors of intermediate instruction.....	1		1
Supervising principals.....	9	4	13
Supervisors of manual training.....	1		1
Directors of primary instruction.....		1	1
Assistant directors of primary instruction.....	2	1	3
Assistants in primary instruction.....	14	9	23
Normal schools.....	131	32	163
High schools.....	36	30	66
Manual training schools.....			
Total.....	195	77	272
Grammar schools:	74	21	95
Eighth grade.....	64	25	89
Seventh grade.....	82	30	112
Sixth grade.....	91	45	136
Fifth grade.....			
Total.....	311	121	432
Primary schools:	99	51	150
Fourth grade.....	93	47	140
Third grade.....	106	61	167
Second grade.....	104	82	186
First grade.....			
Total.....	402	241	643
Kindergartens.....	68	36	104
Music.....	10	7	17
Drawing.....	7	7	14
Physical training.....	8	5	13
Manual training in grades.....	13	5	18
Domestic science.....	16	6	22
Domestic art.....	21	10	31
Total.....	75	40	115
Miscellaneous:			
Librarians in teachers' libraries.....	1	1	2
Clerks in administrative offices.....	6	1	7
Total.....	7	2	9
Grand total.....	1,058	517	1,575

The cost of the office of the board of education, supervision, and teaching was as follows:

	White.	Colored.	Total.
Office of the board of education:			
1 secretary.....	\$2,000.00		\$2,000.00
1 clerk.....		\$1,400.00	1,400.00
1 clerk.....	2,000.00		2,000.00
1 messenger.....	720.00		720.00
Total.....	4,720.00	1,400.00	6,120.00
Cost per pupil (estimated on average enrollment).....	.15	.09	.13

	White.	Colored.	Total.
1 attendance officer.....	\$481.67		\$481.67
1 attendance officer.....		\$481.67	481.67
Total.....	481.67	481.67	963.34
Cost per pupil (estimated on average enrollment).....	.01	.03	.02
Supervision:			
1 superintendent.....	4,444.45		4,444.45
1 assistant superintendent.....	3,000.00		3,000.00
1 assistant superintendent.....		3,000.00	3,000.00
1 director of intermediate instruction.....	2,600.00		2,600.00
1 supervisor of manual training.....	2,200.00		2,200.00
9 supervising principals.....	19,415.00		19,415.00
4 supervising principals.....		7,913.88	7,913.88
1 director of drawing.....	1,500.00		1,500.00
1 assistant director of drawing.....		1,300.00	1,300.00
1 director of music.....	1,500.00		1,500.00
1 assistant director of music.....		1,300.00	1,300.00
1 director of physical training.....	1,500.00		1,500.00
1 assistant director of physical training.....		1,300.00	1,300.00
1 director of domestic science.....	1,500.00		1,500.00
1 assistant director of domestic science.....		1,300.00	1,300.00
1 director of domestic art.....	1,500.00		1,500.00
1 assistant director of domestic art.....		1,300.00	1,300.00
1 director of primary instruction.....	1,800.00		1,800.00
1 assistant director of primary instruction.....		1,400.00	1,400.00
2 assistants in department of primary instruction.....	1,796.83		1,796.83
1 assistant in department of primary instruction.....		950.00	950.00
1 director of kindergartens.....	1,500.00		1,500.00
1 assistant director of kindergartens.....		1,300.00	1,300.00
Total.....	44,256.28	21,063.88	65,320.16
Cost per pupil (estimated on average enrollment).....	1.43	1.41	1.43
Tuition:			
Normal schools—			
1 principal.....	2,000.00		2,000.00
1 principal.....		2,000.00	2,000.00
13 teachers.....	13,152.37		13,152.37
8 teachers.....		8,200.00	8,200.00
Total.....	<sup>a</sup> 15,152.37	<sup>b</sup> 10,200.00	25,352.37
Cost per pupil (estimated on average enrollment).....	53.36	67.82	59.52
High schools—			
4 principals.....	7,926.67		7,926.67
1 principal.....		2,000.00	2,000.00
127 teachers.....	131,759.67		131,759.67
31 teachers.....		30,964.18	30,964.18
Total.....	139,686.34	32,964.18	172,650.52
Cost per pupil (estimated on average enrollment).....	57.96	61.73	58.64
Manual-training schools—			
1 principal.....	1,926.67		1,926.67
1 principal.....		2,000.00	2,000.00
35 teachers.....	34,349.82		34,349.82
29 teachers.....		26,908.50	26,908.50
Total.....	36,276.49	28,908.50	65,184.99
Cost per pupil (estimated on average enrollment).....	68.70	88.13	76.15
Grammar schools—			
74 eighth, 64 seventh, 82 sixth, 91 fifth grade schools.....	273,025.79		272,025.79
For session rooms.....	9,330.00		9,330.00
21 eighth, 25 seventh, 30 sixth, 45 fifth grade schools.....		103,293.58	103,293.58
For session rooms.....		3,630.00	3,630.00
Total.....	282,355.79	106,923.58	389,279.37
Cost per pupil (estimated on average enrollment).....	25.63	26.71	25.47
Primary schools—			
100 fourth, 95 third, 109 second, 108 first grade schools.....	254,618.66		254,618.66
For session rooms.....	9,420.00		9,420.00
51 fourth, 49 third, 62 second, 82 first grade schools.....		148,316.51	148,316.51
For session rooms.....		5,130.00	5,130.00
Total.....	<sup>c</sup> 264,038.66	<sup>d</sup> 153,446.51	417,485.17
Cost per pupil (estimated on average enrollment).....	17.63	16.99	17.39

<sup>a</sup> This includes the cost of teaching 12 practice schools and 2 kindergarten schools, \$9,122.50.

<sup>b</sup> This includes the cost of teaching 6 practice schools and 1 kindergarten school, \$4,502.80.

<sup>c</sup> To be increased by the cost of teaching 12 practice schools, \$7,322.50.

<sup>d</sup> To be increased by the cost of teaching 6 practice schools, \$3,702.80.



	White.	Colored.	Total.
<b>Tuition—Continued.</b>			
Special teachers—			
10 music teachers, 7 drawing teachers, 8 teachers of physical training.....	\$20,788.58		\$20,788.58
7 music teachers, 7 drawing teachers, 5 teachers of physical training.....		\$15,966.17	15,966.17
Total.....	20,788.58	15,966.17	36,754.75
Cost per pupil (estimated on average enrollment).....	.77	1.20	.92
<b>Manual training in grade schools—</b>			
Carpentry, 13; domestic science, 16; domestic art, 21.....	38,276.17		38,276.17
Carpentry, 5; domestic science, 6; domestic art, 10.....		15,822.17	15,822.17
Total.....	38,276.17	15,822.17	54,098.34
Cost per pupil (estimated on average enrollment).....	1.43	1.19	1.35
<b>Miscellaneous—</b>			
Teachers detailed as follows:			
1 librarian of teachers' library.....	950.00		950.00
1 librarian.....		483.33	483.33
6 clerks.....	3,481.83		3,481.83
1 clerk.....		478.33	478.33
Total.....	4,431.83	961.66	5,393.49
Cost per pupil (estimated on average enrollment).....	.14	.06	.11
<b>Kindergartens—</b>			
1 director.....	1,500.00		1,500.00
1 assistant director.....		1,300.00	1,300.00
34 principals and 33 assistants.....	38,974.82		38,974.82
For session rooms.....	1,050.00		1,050.00
18 principals and 17 assistants.....		20,409.73	20,409.73
For session rooms.....		540.00	540.00
Total.....	<sup>a</sup> 41,524.82	<sup>b</sup> 22,249.73	63,774.55
Cost per pupil (estimated on average enrollment).....	42.18	35.46	39.57

<sup>a</sup> To be increased by the cost of 2 kindergartens under the normal school, \$1,800.  
<sup>b</sup> To be increased by the cost of 1 kindergarten under the normal school, \$800.

## SUMMARY.

Total cost of office of the board of education.....	\$6,120.00
Total cost of attendance officers.....	\$963.34
Total cost of instruction, including supervision.....	\$1 278,493.71
Whole number of pupils enrolled.....	52,739
Average number of pupils enrolled.....	45,594
Average number of pupils in daily attendance.....	42,829
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	\$24.22
2. Average enrollment.....	\$28.04
3. Average attendance.....	\$29.85

*Janitors, engineers and assistants, and caretakers of smaller buildings and rented rooms.*

Total amount expended.....	\$95,716.60
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*Medical inspectors.*

Total amount expended.....	\$5,851.38
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*Contingent expenses.*

Total amount expended.....	\$38,835.78
Average amount per pupil (estimated on the average enrollment).....	\$0.85

*Text-books and supplies for first eight grades.*

Total amount expended.....	\$53,829.25
Average amount per pupil.....	\$1.176

*Industrial instruction.*

Total amount expended.....	\$18,476.83
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*Fuel, gas, electric light, and power.*

Total amount expended.....	\$80,402.62
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*Flags.*

Total amount expended.....	\$998.71
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*Rent, equipment, and care for temporary rooms for schools above the second grade.*

Total amount expended.....	\$12,612.00
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*Rent.*

Total amount expended.....	\$14,264.31
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*Furniture for new buildings.*

Total amount expended.....	\$4,514.76
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*Pianos.*

Total amount expended.....	\$1,977.50
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*Lectures.*

Total amount expended.....	\$1,438.45
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*School playgrounds.*

Total amount expended.....	\$1,500.00
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*Extending the telephone system.*

Total amount expended.....	\$499.52
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*Kindergartens.*

Total amount expended (exclusive of salaries).....	\$2,073.54
Average amount per pupil (estimated on average enrollment).....	\$1.23

## SUMMARY.

Amount expended, grand total.....	\$1,618,568.39
Average cost per pupil (including all high, normal, and manual training schools, for all expenses except repairs and permanent improvements:	
1. On whole enrollment.....	\$30.69
2. On average enrollment.....	\$35.49
3. On average attendance.....	\$37.79

*Supervision*

1 superintendent.....	\$4,444.45
1 assistant superintendent.....	3,000.00
1 assistant superintendent <sup>a</sup> .....	3,000.00
1 director of intermediate instruction.....	2,600.00
1 supervisor of manual training.....	2,200.00
9 supervising principals.....	19,415.00
4 supervising principals.....	7,913.88
1 director of drawing.....	1,500.00
1 assistant director of drawing <sup>a</sup> .....	1,300.00
1 director of music.....	1,500.00
1 assistant director of music <sup>a</sup> .....	1,300.00
1 director of physical training.....	1,500.00
1 assistant director of physical training <sup>a</sup> .....	1,300.00
1 director of domestic science.....	1,500.00
1 assistant director of domestic science <sup>a</sup> .....	1,300.00
1 director of domestic art.....	1,500.00
1 assistant director of domestic art <sup>a</sup> .....	1,300.00
1 director of primary instruction.....	1,800.00
1 assistant director of primary instruction <sup>a</sup> .....	1,400.00
2 assistants in department of primary instruction.....	1,796.83
1 assistant in department of primary instruction <sup>a</sup> .....	950.00
1 director of kindergartens.....	1,500.00
1 assistant director of kindergartens <sup>a</sup> .....	1,300.00
Total.....	65,320.16
Cost per pupil (estimated on average enrollment).....	1.43

<sup>a</sup> Colored.



NORMAL SCHOOLS.

	No. 1.	No. 2. <sup>a</sup>	Total.
Number of teachers trained.....	131	93	224
Average attendance.....	114	82	196
Number of teachers employed.....	14	9	23
Average salary.....	\$1,082.31	\$1,133.33	\$1,102.27

<sup>a</sup> Colored.

HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	Total (white).	M Street. <sup>a</sup>	Grand total.
Number of pupils enrolled (boys, 1,203; girls, 2,148).....	1,108	335	498	823	2,764	587	3,351
Average enrollment.....	994	306	430	680	2,410	534	2,944
Average attendance.....	935	292	405	650	2,282	511	2,793
Per cent of attendance.....	94.2	95.3	94.1	95.5	94.5	95.7	94.7
Average number of cases of tar- diness per month.....	173.1	101.4	102.9	111.9	489.3	104.1	593.4
Number of teachers employed.....	56	18	24	33	131	32	163
Average salary paid.....	\$1,125.52	\$1,152.63	\$997.75	\$968.58	\$1,066.30	\$1,030.13	\$1,053.10
Cost of tuition per pupil (esti- mated on average enrollment).....	\$63.40	\$67.80	\$55.68	\$47.00	\$57.96	\$61.73	\$58.64

<sup>a</sup> Colored.

MANUAL TRAINING SCHOOLS.

	McKinley.	Arm- strong. <sup>a</sup>	Total.
Number of pupils enrolled (boys, 620; girls, 410).....	612	418	1,030
Average enrollment.....	528	328	856
Average attendance.....	506	306	812
Per cent of attendance.....	95.8	93.3	94.8
Average number of cases of tardiness per month.....	144.1	29.1	173.5
Number of teachers employed.....	36	30	66
Average salary paid.....	\$1,007.68	\$963.61	\$987.65
Cost of tuition per pupil (estimated on average enrollment).....	\$68.70	\$88.15	\$76.15

<sup>a</sup> Colored.

GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	30,396	15,343	45,739
Average enrollment.....	26,669	13,251	39,920
Average attendance.....	25,001	12,538	37,539
Per cent of attendance.....	93.7	94.5	93.9
Average number of cases of tardiness per month.....	3,002.6	882.3	3,884.9
Number of pupils dismissed.....	0	0	0
Number of corporal punishments.....	37	19	56
Number of teachers employed.....	713	362	1,075
Average salary paid.....	\$740.03	\$695.05	\$724.88
Average number of pupils to teacher (estimated on average enrollment).....	37.4	36.6	37.1
Cost of tuition per pupil (estimated on average enrollment).....	<sup>a</sup> \$20.76	<sup>b</sup> \$19.92	\$20.48

<sup>a</sup> With increased cost of teaching 12 practice schools.

<sup>b</sup> With increased cost of teaching 6 practice schools.

KINDERGARTENS.

Number of pupils enrolled.....	1,453	942	2,395
Average enrollment.....	1,027	650	1,677
Average attendance.....	895	594	1,489
Per cent of attendance.....	87.6	91.4	89.1
Average number of cases of tardiness per month.....	136.9	42.9	179.8
Number of teachers employed.....	68	36	104
Average salary paid.....	\$595.21	\$603.04	\$597.92
Average number of pupils to the teacher (estimated on average enroll- ment).....	15.1	18.0	16.1
Cost of tuition per pupil (estimated on average enrollment).....	<sup>a</sup> \$42.18	<sup>a</sup> \$35.46	\$39.57

<sup>a</sup> See table, p. 32.

SPECIAL TEACHERS.

	White.	Colored.	Total.
Music.....	10	7	17
Drawing.....	7	7	14
Physical training.....	8	5	13
Average salary paid:			
Music.....	\$826.50	\$845.16	\$834.18
Drawing.....	\$927.86	\$825.00	\$876.42
Physical training.....	\$753.57	\$855.00	\$792.58
Average cost per pupil for special tuition (estimated on the average enrollment).....	\$0.77	\$1.20	\$0.92

TEACHERS OF MANUAL TRAINING.<sup>a</sup>

Carpentry.....	13	5	18
Domestic science.....	16	6	22
Domestic art.....	21	10	31
Average salary paid:			
Carpentry.....	\$853.84	\$745.00	\$823.61
Domestic science.....	\$728.19	\$824.33	\$798.96
Domestic art.....	\$691.66	\$715.11	\$699.23
Average cost per pupil for manual training (estimated on average enrollment).....	\$1.43	\$1.19	\$1.35

NIGHT SCHOOLS.

Number of night schools were open.....	60	60	60
Whole number of pupils enrolled.....	1,643	1,500	3,143
Average number of pupils enrolled.....	897	1,054	1,951
Average number of pupils in attendance.....	897	880	1,577
Per cent of attendance.....	78.1	83.3	81.0
Number of teachers, including principals and directors.....	45	30	84
Average salary paid.....	\$128.88	\$128.43	\$128.68
Cost of tuition per pupil (based on average enrollment).....	\$6.46	\$4.75	\$5.54

<sup>a</sup> For grade schools.

TABLE IV<sup>1</sup>.—Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1907.

	Boys.	Girls.	Total.	Percent.
Normal school.....		131	131	0.37
High schools.....	1,027	1,737	2,764	7.82
Manual training school.....	447	165	612	1.73
Eighth grade.....	1,090	1,363	2,453	6.94
Seventh grade.....	1,317	1,546	2,863	8.10
Sixth grade.....	1,614	1,822	3,436	9.72
Fifth grade.....	1,886	2,094	3,980	11.25
Fourth grade.....	2,139	2,106	4,245	12.00
Third grade.....	2,134	2,026	4,160	11.77
Second grade.....	2,203	1,996	4,199	11.88
First grade.....	2,725	2,335	5,060	14.31
Kindergarten.....	689	764	1,453	4.11
Total.....	17,271	18,085	35,356	100.00
SUMMARY.				
Normal, high, and manual training schools.....	1,474	2,033	3,507	9.92
Grammar schools.....	5,907	6,825	12,732	36.01
Primary schools.....	9,201	8,463	17,664	49.96
Kindergartens.....	689	764	1,453	4.11
Total.....	17,271	18,085	35,356	100.00



TABLE IV<sup>2</sup>.—Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1907.

	Boys.	Girls.	Total.	Percent.
Normal school.....	11	82	93	0.53
High school.....	176	411	587	3.38
Manual training school.....	173	245	418	2.40
Eighth grade.....	204	479	683	3.93
Seventh grade.....	368	596	964	5.54
Sixth grade.....	502	730	1,232	7.09
Fifth grade.....	687	934	1,621	9.33
Fourth grade.....	852	1,136	1,988	11.44
Third grade.....	1,017	1,182	2,199	12.65
Second grade.....	1,236	1,282	2,518	14.48
First grade.....	2,060	2,078	4,138	23.81
Kindergartens.....	444	498	942	5.42
Total.....	7,730	9,653	17,383	100.00
SUMMARY.				
Normal, high, and manual training schools.....	360	738	1,098	6.31
Grammar schools.....	1,761	2,739	4,500	25.89
Primary schools.....	5,165	5,678	10,843	62.38
Kindergartens.....	444	498	942	5.42
Total.....	7,730	9,653	17,383	100.00

Owned and rented school buildings used by the schools during the school year ending June 30, 1907.

Division.	Buildings. <sup>a</sup>								
	Owned.			Rented.			Total.		
	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.
WHITE.									
First division.....	11	1	12	1	.....	1	12	1	13
Second division.....	9	.....	9	.....	3	3	9	3	12
Third division.....	9	1	10	.....	1	1	9	2	11
Fourth division.....	9	.....	9	.....	1	1	9	1	10
Fifth division.....	<sup>b</sup> 12	1	13	2	.....	2	14	3	17
Sixth division.....	11	.....	11	.....	2	2	11	2	13
Seventh division.....	8	.....	8	1	.....	1	9	.....	9
Eighth division.....	8	.....	8	2	.....	2	10	.....	10
Ninth division.....	9	.....	9	1	1	2	10	1	11
Total.....	86	3	89	7	10	17	93	13	106
COLORED.									
Tenth division.....	9	.....	9	2	2	4	11	2	13
Eleventh division.....	12	1	13	5	1	6	17	2	19
Twelfth division.....	<sup>c</sup> 13	.....	13	3	.....	3	16	.....	16
Thirteenth division.....	11	1	12	2	1	3	13	2	15
Total.....	45	2	47	12	4	16	57	6	63
Grand total.....	131	5	136	19	14	33	150	19	169

<sup>a</sup> Not including 5 high schools, 2 manual training schools, repair shop, and abandoned buildings.  
<sup>b</sup> Including Industrial Home not owned by the schools.  
<sup>c</sup> Including Orphans' Home not owned by the schools.

Owned and rented school buildings used by the schools during the school year ending June 30, 1907—Continued.

Division.	Rooms. <sup>a</sup>								
	Owned. <sup>b</sup>			Rented.			Total.		
	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.
<b>WHITE.</b>									
First division.....	95	13	108	3	5	8	98	18	116
Second division.....	85		85		<sup>a</sup> 15	15	85	15	100
Third division.....	82	4	86		2	2	82	6	88
Fourth division.....	74	2	76		1	1	74	3	77
Fifth division.....	<sup>b</sup> 83	4	87	5	7	12	88	11	99
Sixth division.....	75	1	76		3	3	75	4	79
Seventh division.....	43	5	48	1		1	44	5	49
Eighth division.....	54		54	5	1	6	59	1	60
Ninth division.....	72	1	73	1	2	3	73	3	76
Total.....	663	30	693	15	36	51	678	66	744
<b>COLORED.</b>									
Tenth division.....	73	3	76	<sup>c</sup> 9	2	11	82	5	87
Eleventh division.....	69	7	76	7	1	8	76	8	84
Twelfth division.....	<sup>d</sup> 72	5	77	3		3	75	5	80
Thirteenth division.....	85	9	94	3	3	6	88	12	100
Total.....	299	24	323	22	6	28	321	30	351
Grand total.....	962	54	1,016	37	42	79	999	96	1,095

<sup>a</sup> Not including 2 normal schools, 5 high schools, 2 manual training schools, repair shop, and abandoned buildings.

<sup>b</sup> Including Industrial Home not owned by the schools.

<sup>c</sup> These are regular schoolrooms. Basement rooms are not counted in this table.

<sup>d</sup> Including Orphans' Home not owned by the schools.

### Text-books and supplies for the first eight grades.

	Quantity.	Cost.
<b>BOOKS.</b>		
Algebra, Wentworth's.....	660	\$591.25
Arithmetic:		
Cook and Cropsey's.....	1,104	598.00
Milne's Elements of.....	672	161.28
Milne's Progressive First.....	120	38.40
Milne's Progressive Second.....	120	33.60
Milne's Standard.....	1,694	879.84
Rational Elementary, Belfield & Brooks's.....	612	219.30
Art education:		
Prang's Text-book, Vol. IV.....	786	281.00
Prang's Text-book, Vol. V.....	786	280.99
Prang's Text-book, Vol. VI.....	786	281.00
Prang's Text-book, Vol. VIII.....	2,670	1,168.13
Christmas Carol, Dickens's.....	218	45.79
Civil government, Local, State, and National James & Sanford's.....	218	136.42
Copy books, normal review system:		
Book C.....	7,200	300.00
Book No. 3.....	6,600	343.75
Book No. 4.....	6,600	343.75
Book No. 5.....	6,000	312.50
Book No. 6.....	4,800	250.00
Dictionary:		
Webster's High School.....	72	56.40
Worcester's Comprehensive.....	816	743.92
English—Writing in English, Maxwell & Smith's.....	240	144.00
Evangeline, Longfellow's.....	384	46.40
Geography:		
Carpenter's North America.....	2,500	1,116.67
Frye's First Steps.....	500	345.60
Frye's Grammar School.....	624	624.00
Redway's Natural Advanced.....	1,104	1,104.00
Redway's Natural Elementary.....	1,128	541.44



*Text-books and supplies for the first eight grades—Continued.*

	Quantity.	Cost.
<b>BOOKS—continued.</b>		
<b>Grammar:</b>		
Buehler's Modern English.....	1,152	\$552.00
The Mother Tongue, Arnold & Kettridge.....	684	246.24
<b>History:</b>		
McMaster's School History.....	660	528.00
Montgomery's American.....	1,380	1,104.00
Montgomery's Beginners'.....	396	190.08
Turpin's Short Stories from American History.....	204	68.61
Hygiene—Krohn's First Book on.....	180	50.25
Irving, Warner & Whittier.....	368	147.81
Miles Standish.....	396	47.85
<b>Music readers, Modern Music Series:</b>		
Primer.....	1,848	385.00
First.....	1,440	360.00
Second.....	1,200	400.00
Third.....	252	105.00
Fourth.....	240	86.40
<b>Old Greek Stories.....</b>		
<b>Readers:</b>		
Classic Fables.....	300	70.00
Heath's—		
Third.....	3,180	768.00
Fourth.....	3,150	850.50
Lakeside Classics No. 46, Hawthorne, etc.....	372	44.33
<b>Merrill's Graded Literature—</b>		
First.....	2,016	401.52
Second.....	2,712	865.58
Third.....	2,040	731.00
Fourth.....	1,032	411.08
Fifth.....	276	109.94
Sixth.....	182	66.92
<b>Stepping Stones to Literature—</b>		
Primer.....	672	168.00
First.....	1,680	420.00
Second.....	2,208	736.00
Third.....	1,668	695.00
Fourth.....	1,224	612.00
Fifth.....	288	144.00
Sixth.....	204	102.00
<b>Reference books:</b>		
<b>Art education—</b>		
Prang's Text-book, Vol. I.....	6	1.19
Prang's Text-book, Vol. II.....	6	1.18
Prang's Text-book, Vol. III.....	6	1.43
<b>Supplementary books:</b>		
<b>Circulating library—</b>		
Deerslayer, The.....	108	21.33
Ivanhoe, Scott's.....	108	20.25
Last of the Mohicans.....	192	36.00
Merchant of Venice (Macmillan ed.).....	120	22.50
Treasure Island, Stevenson's (Macmillan).....	60	11.25
Twice Told Tales, Hawthorne's.....	60	11.25
Civil Government—Phillips's Nation and State.....	100	64.00
<b>Music readers—</b>		
Bentley's Song Primer.....	400	90.00
Laurel Song Book.....	110	56.10
<b>Readers—</b>		
Brooks's Primer.....	1,050	257.25
Birds of Washington.....	75	57.75
Four-footed Americans.....	125	48.13
The Book of Fables and Folk Stories.....	150	48.48
The First Science Book.....	95	49.40
Word Analysis, Swinton's.....	756	174.51
Word and Sentence Book, Merrill's.....	200	476.00
<b>Total.....</b>		<b>23,902.54</b>
<b>SUPPLIES.</b>		
Blackboard pointers.....dozen..	35	57.75
Blackboard rubbers.....do.....	500	375.00
Blocks.....	50,000	56.00
Cardboard, 22 by 28.....		
Gray.....sheets..	21,000	273.00
Green.....do.....	4,000	55.00
Clay, light gray, modeling.....barrels..	176	159.80
<b>Crayons:</b>		
Dixon's solid.....boxes..	370	138.75
Dixon's No. 1529.....sets..	1,100	126.50
Compasses, Eagle No. 576.....dozen..	300	177.00
Drawing tablets.....	24,723	202.73
Dumb-bells.....pairs..	96	19.20
Dumb-bell holders.....do.....	96	15.36

## Text-books and supplies for the first eight grades—Continued.

	Quantity.	Cost.
SUPPLIES—continued.		
Envelopes, manila:	9,600	\$11.91
2 by 8 $\frac{1}{2}$	9,600	18.92
4 $\frac{1}{2}$ by 9 $\frac{1}{2}$	9,600	7.02
3 $\frac{1}{2}$ by 6 $\frac{1}{2}$	4,960	644.80
Ink, black, Paul's	600	111.00
Glue, Le Page's	1,500	105.00
Lentils		
Measures:		
Dry	sets	15
Liquid	do.	15
Mucilage, Carter's	pints	500
Oilcloth, white enamel	yards	400
Paint brushes, camel's hair No. 5	gross	150
Paint boxes, Prang's No. 1, complete		1,300
Paints	cakes	13,800
Paper:		
Blocks	packages	100,332
Composition No. 1	do.	32,000
Composition No. 2	do.	36,000
Composition No. 3	do.	50,000
Drawing, 9 by 11	reams	3,588 $\frac{1}{2}$
Examination	do.	5,000
Practical	packages	45,702
Wrapping, jute, manila, 24 by 36, 80-pound	pounds	44,387
Paste, Sanford's Utopian, 16-ounce jars	dozen	25
Pencils:		
Drawing, Dixon's A. G. S. M.	gross	600
Student's, Dixon, Metropolitan No. 2	do.	1,600
Student's, Dixon, Metropolitan No. 4	dozen	540
Penholders, E. Faber's	gross	500
Pens, Esterbrook's No. 556	do.	7,000
Raffia:		
Colored	pounds	100
Natural	do.	200
Raffia, needles	papers	288
Rubbers, small, Dixon's Economic	pounds	600
Rulers, plain edge	dozen	500
Scissors	pairs	100
Splints	bundles	800
Shoe pegs, colored	quarts	1,500
Squares, Prang's No. 3	dozen	50
Wands, 3 feet by $\frac{1}{2}$ inches		148
Wand racks		2
Total		26,995.71
ADDITIONAL EXPENSES.		
Salary of custodian		1,000.00
Salary of assistant custodian		600.00
Hauling		1,331.00
Total		2,931.00
Grand total		53,829.25

The whole number of pupils enrolled in the eight grades that were supplied with books was 45,739, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.176, and the cost for books alone \$0.522.

The cost of books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	9,198	\$1,337.96	\$0.146
Second	6,717	2,170.53	.323
Third	6,359	3,332.94	.524
Fourth	6,233	3,917.51	.628
Fifth	5,601	2,688.03	.479
Sixth	4,668	5,873.78	1.258
Seventh	3,827	2,253.64	.589
Eighth	3,136	2,328.15	.742
Total	45,739	23,902.54	.522



The cost of supplies and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,198	\$5,007.47	
Second.....	6,717	4,387.81	\$0.544
Third.....	6,359	3,753.44	.653
Fourth.....	6,233	4,325.96	.590
Fifth.....	5,601	3,962.72	.694
Sixth.....	4,668	3,373.07	.708
Seventh.....	3,827	2,715.52	.722
Eighth.....	3,136	2,400.12	.709
Total.....	45,739	29,926.71	.765
			.654

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,198	\$6,345.43	\$0.690
Second.....	6,717	6,558.34	.976
Third.....	6,359	7,086.38	1.114
Fourth.....	6,233	8,243.47	1.322
Fifth.....	5,601	6,650.75	1.187
Sixth.....	4,668	9,247.45	1.980
Seventh.....	3,827	4,969.16	1.298
Eighth.....	3,136	4,728.27	1.507
Total.....	45,739	53,829.25	1.176

## Cost of text-books, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
<b>FIRST GRADE.</b>				<b>FIFTH GRADE.</b>			
1892.....	8,005	\$3,954.95	\$0.494	1893.....	4,657	\$6,684.67	\$1.533
1893.....	8,076	134.84	.017	1894.....	4,602	346.50	.075
1894.....	8,446	501.36	.059	1895.....	4,538	2,255.35	.497
1895.....	8,148	744.94	.091	1896.....	4,404	909.88	.207
1896.....	8,472	985.45	.116	1897.....	4,656	2,992.28	.642
1897.....	8,475	768.39	.091	1898.....	4,743	1,925.77	.406
1898.....	8,949	1,797.21	.201	1899.....	4,809	2,767.70	.575
1899.....	8,849			1900.....	4,881	4,727.75	.968
1900.....	8,849	366.17	.041	1901.....	4,903	4,565.64	.931
1901.....	9,036	1,640.34	.181	1902.....	5,043	5,580.29	1.107
1902.....	9,415	2,032.33	.215	1903.....	5,114	5,335.15	1.043
1903.....	9,063	2,379.33	.263	1904.....	5,399	2,556.61	.473
1904.....	9,126	1,496.00	.163	1905.....	5,500	3,844.46	.692
1905.....	9,313	881.95	.095	1906.....	5,602	4,317.31	.771
1906.....	8,950	657.90	.074	1907.....	5,601	2,688.03	.479
1907.....	9,198	1,337.96	.146				
<b>SECOND GRADE.</b>				<b>SIXTH GRADE.</b>			
1892.....	5,814	1,793.70	.308	1893.....	3,548	12,796.60	3.606
1893.....	5,904	48.05	.008	1894.....	3,598	768.74	.216
1894.....	6,014	108.28	.018	1895.....	3,945	1,334.56	.338
1895.....	5,921	1,221.36	.206	1896.....	3,900	5,961.83	1.528
1896.....	6,009	1,287.54	.211	1897.....	3,767	2,891.50	.767
1897.....	6,186	1,750.20	.280	1898.....	4,021	5,303.16	1.327
1898.....	6,472	2,518.52	.389	1899.....	3,991	4,471.57	1.120
1899.....	6,310	612.70	.097	1900.....	4,028	3,509.00	.871
1900.....	6,067	1,157.48	.273	1901.....	4,035	4,902.26	1.197
1901.....	6,336	2,058.47	.416	1902.....	4,166	2,959.38	.710
1902.....	6,558	2,745.15	.391	1903.....	4,257	4,136.60	.972
1903.....	6,656	2,100.82	.326	1904.....	4,167	5,662.66	1.359
1904.....	6,517	2,443.21	.375	1905.....	4,400	4,454.25	1.012
1905.....	6,737	1,920.92	.286	1906.....	4,656	4,447.38	.955
1906.....	6,706	3,311.11	.506	1907.....	4,668	5,873.78	1.258
1907.....	6,717	2,170.43	.323				
<b>THIRD GRADE.</b>				<b>SEVENTH GRADE.</b>			
1892.....	5,390	4,209.92	.781	1894.....	2,986	14,108.90	4.725
1893.....	5,223	207.24	.040	1895.....	3,145	2,300.78	.744
1894.....	5,153	507.76	.098	1896.....	3,199	3,145.02	.983
1895.....	5,608	3,767.94	.672	1897.....	3,179	2,656.13	.835
1896.....	5,687	1,121.06	.250	1898.....	3,163	2,223.31	.703
1897.....	5,808	1,067.78	.189	1899.....	3,272	3,160.31	.966
1898.....	5,761	1,068.05	.279	1900.....	3,322	2,403.11	.723
1899.....	6,053	1,727.45	.285	1901.....	3,291	3,914.36	1.189
1900.....	6,130	2,245.75	.366	1902.....	3,224	3,326.73	1.032
1901.....	5,906	2,616.99	.443	1903.....	3,298	3,629.28	1.100
1902.....	6,024	3,030.04	.503	1904.....	3,521	3,999.56	1.136
1903.....	6,183	2,388.91	.386	1905.....	3,494	3,368.49	.964
1904.....	6,313	3,561.53	.564	1906.....	3,689	2,919.75	.791
1905.....	6,400	2,116.41	.331	1907.....	3,827	2,253.64	.589
1906.....	6,479	3,168.59	.489				
1907.....	6,359	3,332.94	.524				
<b>FOURTH GRADE.</b>				<b>EIGHTH GRADE.</b>			
1892.....	4,877	7,670.16	1.573	1894.....	2,570	13,143.70	5.114
1893.....	5,011	249.87	.049	1895.....	2,685	1,663.81	.608
1894.....	4,776	489.27	.102	1896.....	2,658	2,094.15	.787
1895.....	4,725	1,301.34	.275	1897.....	2,731	2,588.38	.948
1896.....	5,055	1,673.12	.330	1898.....	2,892	1,093.26	.378
1897.....	5,150	3,738.42	.726	1899.....	2,747	1,584.53	.576
1898.....	5,426	2,802.37	.516	1900.....	2,843	1,959.47	.688
1899.....	5,375	2,685.84	.500	1901.....	2,888	3,636.12	1.259
1900.....	5,510	2,850.00	.517	1902.....	2,904	2,871.09	.989
1901.....	5,819	7,009.18	1.204	1903.....	2,988	7,627.68	2.553
1902.....	5,745	4,533.35	.792	1904.....	2,950	3,325.61	1.127
1903.....	5,751	2,609.34	.454	1905.....	3,071	4,700.65	1.531
1904.....	5,980	2,544.82	.425	1906.....	3,192	1,609.99	.504
1905.....	6,102	3,575.33	.586	1907.....	3,136	2,328.15	.742
1906.....	6,042	4,962.17	.814				
1907.....	6,283	3,917.51	.628				



## BOARD OF EDUCATION DISTRICT OF COLUMBIA.

*Cost of supplies and of miscellaneous expenses, by grades, for each year.*

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$1,793.00	\$0.224	1893.....	4,657	\$3,150.83	\$0.724
1893.....	8,076	2,029.06	.251	1894.....	4,602	2,691.37	.585
1894.....	8,446	2,674.81	.316	1895.....	4,538	1,711.28	.377
1895.....	8,148	2,719.07	.334	1896.....	4,404	2,098.34	.476
1896.....	8,472	3,269.48	.386	1897.....	4,656	2,172.37	.466
1897.....	8,475	3,121.56	.368	1898.....	4,743	2,191.88	.462
1898.....	8,949	3,776.29	.422	1899.....	4,809	2,928.54	.609
1899.....	8,849	4,261.17	.481	1900.....	4,881	2,557.75	.524
1900.....	8,849	4,758.20	.537	1901.....	4,903	1,710.89	.349
1901.....	9,036	2,105.60	.233	1902.....	5,043	2,391.48	.475
1902.....	9,415	3,163.77	.336	1903.....	5,114	2,755.67	.539
1903.....	9,063	4,378.24	.483	1904.....	5,399	3,867.20	.714
1904.....	9,126	4,877.31	.534	1905.....	5,500	3,972.93	.716
1905.....	9,313	4,112.84	.441	1906.....	5,602	3,431.49	.612
1906.....	8,950	5,062.99	.565	1907.....	5,601	3,962.72	.708
1907.....	9,198	5,007.47	.544	SIXTH GRADE.			
SECOND GRADE.				1893.....	3,548	2,610.85	.726
1892.....	5,814	1,591.31	.274	1894.....	3,598	2,154.05	.599
1893.....	5,904	1,834.51	.310	1895.....	3,945	1,471.81	.373
1894.....	6,014	2,239.98	.372	1896.....	3,900	1,842.87	.472
1895.....	5,921	1,839.62	.311	1897.....	3,767	1,884.28	.500
1896.....	6,099	3,453.64	.564	1898.....	4,021	1,887.44	.469
1897.....	6,196	3,597.07	.580	1899.....	3,991	2,451.56	.614
1898.....	6,472	3,873.82	.598	1900.....	4,028	2,110.93	.524
1899.....	6,310	3,984.07	.631	1901.....	4,035	1,608.47	.392
1900.....	6,067	3,635.79	.599	1902.....	4,166	2,295.31	.551
1901.....	6,336	1,690.16	.267	1903.....	4,257	2,462.81	.578
1902.....	6,558	2,173.47	.331	1904.....	4,167	2,968.28	.712
1903.....	6,656	3,455.59	.519	1905.....	4,400	3,149.65	.716
1904.....	6,517	3,889.03	.596	1906.....	4,656	2,933.53	.630
1905.....	6,737	3,843.59	.571	1907.....	4,668	3,373.67	.722
1906.....	6,706	3,406.99	.508	SEVENTH GRADE.			
1907.....	6,717	4,387.81	.653	1894.....	2,986	1,630.04	.546
THIRD GRADE.				1895.....	3,145	1,435.01	.464
1892.....	5,390	2,270.45	.421	1896.....	3,199	1,196.98	.374
1893.....	5,223	2,348.59	.449	1897.....	3,179	1,607.24	.505
1894.....	5,153	2,143.84	.416	1898.....	3,163	1,703.72	.538
1895.....	5,608	2,135.95	.381	1899.....	3,272	1,951.14	.596
1896.....	5,687	2,435.14	.428	1900.....	3,322	1,770.57	.532
1897.....	5,808	2,639.84	.454	1901.....	3,291	1,168.03	.355
1898.....	5,761	2,993.87	.519	1902.....	3,224	1,549.66	.480
1899.....	6,053	3,210.27	.530	1903.....	3,298	1,809.72	.549
1900.....	6,130	4,276.47	.697	1904.....	3,521	2,544.98	.722
1901.....	5,906	3,473.12	.588	1905.....	3,494	2,527.05	.723
1902.....	6,024	3,356.49	.557	1906.....	3,689	2,354.01	.638
1903.....	6,183	3,700.34	.598	1907.....	3,827	2,715.52	.709
1904.....	6,313	3,177.34	.503	EIGHTH GRADE.			
1905.....	6,400	4,418.81	.690	1894.....	2,570	1,451.17	.564
1906.....	6,479	3,657.83	.564	1895.....	2,685	1,834.04	.670
1907.....	6,359	3,753.44	.590	1896.....	2,658	1,135.38	.427
FOURTH GRADE.				1897.....	2,731	1,269.66	.465
1892.....	4,877	1,495.03	.306	1898.....	2,892	1,581.80	.547
1893.....	5,011	2,239.37	.459	1899.....	2,747	1,625.79	.592
1894.....	4,776	1,971.71	.413	1900.....	2,863	1,520.05	.530
1895.....	4,725	1,877.66	.398	1901.....	2,888	1,024.19	.354
1896.....	5,055	1,946.77	.385	1902.....	2,904	1,643.33	.565
1897.....	5,150	3,102.39	.602	1903.....	2,988	1,721.37	.576
1898.....	5,426	2,683.08	.494	1904.....	2,950	2,251.75	.763
1899.....	5,375	2,850.76	.530	1905.....	3,071	2,422.70	.789
1900.....	5,500	2,151.91	.390	1906.....	3,192	2,169.99	.680
1901.....	5,819	1,275.23	.219	1907.....	3,136	2,400.12	.765
1902.....	5,745	1,466.10	.255				
1903.....	5,751	1,928.53	.335				
1904.....	5,980	3,208.99	.537				
1905.....	6,102	3,171.93	.520				
1906.....	6,092	3,599.84	.591				
1907.....	6,233	4,325.96	.694				

# BOARD OF EDUCATION DISTRICT OF COLUMBIA.

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*Cost of all text-books and supplies, including miscellaneous expenses, by grades, for each year.*

Year.	Num-ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num-ber of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$5,748.33	\$0.718	1893.....	4,357	\$9,835.50	\$2.257
1893.....	8,076	2,163.90	.268	1894.....	4,602	3,037.87	.660
1894.....	8,446	3,175.17	.375	1895.....	4,538	3,966.63	.874
1895.....	8,148	3,464.01	.425	1896.....	4,404	3,008.22	.681
1896.....	8,472	4,254.93	.502	1897.....	4,656	5,165.65	1.109
1897.....	8,475	3,889.95	.459	1898.....	4,743	4,117.65	.868
1898.....	8,949	5,573.50	.623	1899.....	4,809	5,696.24	1.184
1899.....	8,849	4,261.17	.481	1900.....	4,881	7,285.50	1.492
1900.....	8,849	5,124.37	.578	1901.....	4,903	6,276.53	1.280
1901.....	9,036	3,745.94	.414	1902.....	5,043	7,971.77	1.582
1902.....	9,415	5,196.10	.551	1903.....	5,114	8,090.82	1.582
1903.....	9,063	6,757.57	.746	1904.....	5,399	6,423.81	1.189
1904.....	9,126	6,373.31	.697	1905.....	5,550	7,817.39	1.408
1905.....	9,313	4,994.79	.536	1906.....	5,602	7,748.80	1.383
1906.....	8,950	5,720.89	.639	1907.....	5,601	6,650.75	1.187
1907.....	9,198	6,345.43	.690				
SECOND GRADE.				SIXTH GRADE.			
1892.....	5,814	3,385.01	.582	1893.....	3,548	15,407.45	4.342
1893.....	5,904	1,883.16	.318	1894.....	3,598	2,922.79	.815
1894.....	6,014	2,738.26	.455	1895.....	3,945	2,806.37	.711
1895.....	5,921	3,060.98	.517	1896.....	3,900	7,804.70	2.001
1896.....	6,099	4,740.98	.779	1897.....	3,767	4,775.78	1.267
1897.....	6,196	5,333.27	.859	1898.....	4,021	7,223.02	1.796
1898.....	6,472	6,392.34	.987	1899.....	3,991	6,923.13	1.734
1899.....	6,310	4,596.57	.728	1900.....	4,028	5,619.93	1.395
1900.....	6,067	5,293.27	.872	1901.....	4,095	6,510.73	1.589
1901.....	6,336	4,328.63	.683	1902.....	4,166	5,254.69	1.261
1902.....	6,558	4,738.92	.722	1903.....	4,257	6,599.41	1.550
1903.....	6,656	5,622.41	.845	1904.....	4,167	8,630.94	2.071
1904.....	6,517	6,332.24	.971	1905.....	4,400	7,603.90	1.728
1905.....	6,737	5,773.51	.857	1906.....	4,656	7,380.91	1.585
1906.....	6,706	6,803.30	1.014	1907.....	4,668	9,247.45	1.980
1907.....	6,717	6,558.34	.977				
THIRD GRADE.				SEVENTH GRADE.			
1892.....	5,390	6,480.37	1.222	1894.....	2,986	15,738.94	5.271
1893.....	5,223	2,555.83	.489	1895.....	3,145	3,735.79	1.208
1894.....	5,153	2,651.40	.514	1896.....	3,199	4,342.00	1.357
1895.....	5,608	3,343.89	.594	1897.....	3,179	4,263.37	1.341
1896.....	5,687	3,857.19	.678	1898.....	3,163	3,927.03	1.241
1897.....	5,808	3,737.62	.643	1899.....	3,272	5,111.45	1.562
1898.....	5,761	4,602.52	.798	1900.....	3,322	4,173.68	1.255
1899.....	6,053	4,937.73	.815	1901.....	3,291	5,082.39	1.544
1900.....	6,130	6,521.82	1.063	1902.....	3,224	4,876.39	1.512
1901.....	5,906	6,089.11	1.032	1903.....	3,298	5,439.00	1.649
1902.....	6,024	6,386.53	1.060	1904.....	3,521	6,544.54	1.858
1903.....	6,188	6,089.25	.984	1905.....	3,493	5,895.54	1.687
1904.....	6,313	6,738.87	1.067	1906.....	3,689	5,273.79	1.429
1905.....	6,400	6,535.22	1.021	1907.....	3,827	4,969.16	1.298
1906.....	6,479	6,826.42	1.053				
1907.....	6,359	7,086.38	1.114				
FOURTH GRADE.				EIGHTH GRADE.			
1892.....	4,877	9,165.19	1.879	1894.....	2,571	14,594.87	5.678
1893.....	5,011	2,549.24	.508	1895.....	2,685	3,497.87	1.274
1894.....	4,776	2,460.98	.515	1896.....	2,658	3,229.53	1.211
1895.....	4,725	3,179.00	.673	1897.....	2,731	3,858.04	1.412
1896.....	5,055	3,619.89	.716	1898.....	2,892	2,675.06	.925
1897.....	5,150	6,840.81	1.328	1899.....	2,747	3,210.32	1.168
1898.....	5,426	5,485.45	1.010	1900.....	2,863	3,479.52	1.218
1899.....	5,375	5,536.40	1.030	1901.....	2,888	4,660.31	1.613
1900.....	5,510	5,001.91	.907	1902.....	2,904	4,514.42	1.554
1901.....	5,819	8,285.41	1.423	1903.....	2,988	9,349.06	3.129
1902.....	5,745	6,019.45	1.047	1904.....	2,950	5,577.36	1.890
1903.....	5,751	4,537.87	.789	1905.....	3,071	7,123.35	2.320
1904.....	5,980	5,753.81	.962	1906.....	3,192	3,779.98	1.184
1905.....	6,102	6,747.26	1.106	1907.....	3,136	4,728.27	1.507
1906.....	6,092	8,562.01	1.405				
1907.....	6,233	8,243.47	1.322				



TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First nine divisions.		Tenth-thirteenth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027	.....	6,573	.....	21,600	.....
1881.....	15,494	.310	6,567	<sup>a</sup> 0.09	22,061	.....
1882.....	16,063	.360	6,763	2.98	22,826	2.13
1883.....	16,524	2.80	7,070	4.53	23,594	3.46
1884.....	16,642	.71	7,225	2.19	23,867	3.36
1885.....	17,468	4.90	7,689	6.42	25,157	1.11
1886.....	18,720	7.10	8,191	6.52	26,911	5.40
1887.....	19,285	3.00	8,448	3.13	27,733	6.07
1888.....	19,762	2.40	8,791	4.06	28,553	3.05
1889.....	20,477	3.60	9,088	3.37	29,565	2.95
1890.....	21,077	2.90	9,289	2.21	30,366	3.54
1891.....	21,599	2.60	9,702	4.25	31,301	2.70
1892.....	22,264	3.00	9,942	2.47	32,206	3.07
1893.....	22,395	.59	10,097	1.56	32,492	2.89
1894.....	23,483	4.85	10,141	.43	33,624	.89
1895.....	23,798	1.32	10,046	<sup>a</sup> .94	33,844	3.48
1896.....	24,347	2.26	10,296	2.48	34,643	.65
1897.....	25,261	3.75	10,420	1.20	35,681	2.36
1898.....	26,243	3.88	10,578	1.51	36,821	2.99
1899.....	26,742	1.90	10,171	<sup>a</sup> 3.84	36,913	3.19
1900.....	27,637	3.34	10,474	2.97	38,111	.25
1901.....	28,741	3.99	10,660	1.77	39,401	3.24
1902.....	29,648	3.15	11,010	3.29	40,658	3.38
1903.....	29,846	.66	10,959	<sup>a</sup> .46	40,805	3.19
1904.....	30,653	2.70	11,477	4.71	42,130	.36
1905.....	<sup>b</sup> 29,566	<sup>a</sup> 3.54	<sup>c</sup> 13,844	<sup>c</sup> 20.62	43,410	3.24
1906.....	30,064	1.68	13,921	.55	43,985	3.03
1907.....	30,747	2.27	14,847	6.65	45,594	1.32
						3.65

<sup>a</sup> Decrease.<sup>b</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>c</sup> See note <sup>b</sup>.

TABLE VI. — Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First nine divi- sions.		Tenth-thirteenth divisions.		Total.		Whole number em- ployed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,072	.....	6,573	.....	21,600	.....	434	.....
1881.....	15,494	3.10	6,567	<sup>a</sup> 0.09	22,061	2.13	461	.....
1882.....	16,063	3.60	6,763	2.98	22,826	3.46	485	27
1883.....	16,524	2.80	7,070	4.53	23,594	3.36	505	24
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.90	7,689	6.42	25,157	5.40	555	20
1886.....	18,720	7.10	8,191	6.52	26,911	6.97	595	30
1887.....	19,285	3.00	8,448	3.13	27,733	3.05	620	40
1888.....	19,762	2.40	8,791	4.06	28,553	2.95	654	25
1889.....	20,477	3.60	9,088	3.37	29,565	3.54	693	34
1890.....	21,077	2.90	9,289	2.21	30,366	2.70	745	39
1891.....	21,599	2.60	9,702	4.25	31,301	3.07	795	52
1892.....	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893.....	22,395	.59	10,097	1.56	32,492	.89	895	50
1894.....	23,483	4.85	10,141	.43	33,624	3.48	942	50
1895.....	23,798	1.32	10,046	<sup>a</sup> .94	33,844	.65	991	47
1896.....	24,347	2.26	10,206	2.48	34,553	2.36	1,031	49
1897.....	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898.....	26,243	3.88	10,578	1.51	36,821	3.19	1,107	40
1899.....	26,742	1.90	10,171	<sup>a</sup> 3.84	36,913	.25	1,159	36
1900.....	27,637	3.34	10,474	2.97	38,111	3.24	1,226	52
1901.....	28,741	3.99	10,600	1.77	39,341	3.38	1,283	67
1902.....	29,648	3.15	11,010	3.29	40,658	3.19	1,323	57
1903.....	29,846	.66	10,959	<sup>a</sup> .46	40,805	.36	1,371	40
1904.....	30,653	2.70	11,477	4.71	42,130	3.24	1,425	48
1905.....	<sup>c</sup> 29,566	<sup>a</sup> 3.54	<sup>d</sup> 13,844	<sup>d</sup> 20.62	43,410	3.03	1,478	54
1906.....	30,064	1.68	13,921	.55	43,985	1.32	1,536	53
1907.....	30,747	2.27	14,847	6.65	45,594	3.65	1,575	58

<sup>a</sup> Decrease.<sup>b</sup> Includes kindergarten teachers.<sup>c</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions<sup>d</sup> See note <sup>c</sup>.



TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enroll- ment.		Teachers.		Cost (excluding rent and per- manent improvements).		
	Total.	Per cent of increase.	Number em- ployed.	Increase.	Per pupil (based on average enroll- ment).	Aggregate amount.	Per cent of increase.
1880.....	21,600	.....	434	.....	\$16.95	\$366,199.51	.....
1881.....	22,061	2.13	461	27	17.28	381,314.19	.....
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.12
1883.....	23,594	3.36	505	20	17.78	419,594.60	4.44
1884.....	23,867	1.11	525	20	18.22	435,032.79	5.35
1885.....	25,157	5.40	555	30	18.66	469,550.51	3.67
1886.....	26,911	6.97	595	40	17.76	477,993.67	7.93
1887.....	27,733	3.05	620	25	19.11	509,194.01	1.79
1888.....	28,553	2.95	654	34	19.11	545,717.71	6.52
1889.....	29,565	3.54	693	39	20.11	594,774.73	7.17
1890.....	30,366	2.70	745	52	21.58	655,310.08	8.98
1891.....	31,301	3.07	795	50	21.44	671,124.08	10.17
1892.....	32,206	2.89	845	50	22.49	724,521.93	2.41
1893.....	32,492	.89	895	50	23.93	776,616.53	7.95
1894.....	33,624	3.48	942	47	24.56	825,992.84	7.19
1895.....	33,844	.65	991	49	24.78	838,757.60	6.36
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	1.54
1897.....	35,681	2.99	1,071	40	26.03	913,505.79	5.18
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	3.56
1899.....	36,913	.25	<sup>a</sup> 1,159	52	27.13	988,415.26	5.05
1900.....	38,111	3.24	<sup>a</sup> 1,226	67	27.87	1,062,174.74	2.98
1901.....	39,401	3.38	<sup>a</sup> 1,283	57	27.70	1,091,527.38	7.46
1902.....	40,658	3.19	<sup>a</sup> 1,323	40	29.68	1,206,742.17	5.75
1903.....	40,805	.33	<sup>a</sup> 1,371	48	29.39	1,199,209.61	10.55
1904.....	42,130	3.24	<sup>a</sup> 1,425	54	30.71	<sup>c</sup> 1,293,912.44	( <sup>b</sup> )
1905.....	43,410	3.03	<sup>a</sup> 1,478	53	31.61	<sup>c</sup> 1,372,490.82	16.22
1906.....	43,985	1.32	<sup>a</sup> 1,536	58	32.94	<sup>c</sup> 1,449,211.93	6.07
1907.....	45,594	3.65	<sup>a</sup> 1,575	39	35.11	1,601,084.15	5.58

<sup>a</sup> Includes kindergarten teachers.<sup>b</sup> Decrease.<sup>c</sup> Includes deficiency appropriations.

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TABLE VIII.—Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880	18,378		8,061		26,439		434		\$13.85	\$366,199.51	
1881	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	
1882	19,031	a.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.12
1883	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	4.44
1884	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	5.35
1885	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	3.67
1886	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	7.93
1887	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	1.79
1888	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	6.52
1889	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	7.17
1890	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	8.98
1891	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	10.17
1892	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	2.41
1893	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.95
1894	28,445	3.68	12,233	a.78	40,678	2.29	942	47	20.30	825,992.84	7.19
1895	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	6.36
1896	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	1.54
1897	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	5.18
1898	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	3.56
1899	32,766	3.28	12,794	a 1.39	45,560	1.92	b1,159	52	21.98	988,415.26	5.05
1900	33,771	3.06	12,748	a.35	46,519	2.10	b1,226	67	22.83	1,062,174.74	2.98
1901	34,399	1.85	13,032	2.22	47,431	1.96	b1,283	57	23.01	1,091,527.38	7.46
1902	35,079	2.26	13,353	2.46	48,432	2.11	b1,323	40	24.70	1,206,742.17	5.75
1903	35,493	1.12	13,252	a.75	48,745	.64	b1,371	48	24.60	1,199,292.61	10.55
1904	36,107	1.72	13,682	3.24	49,789	2.14	b1,425	54	25.98	c1,293,912.44	(a)
1905	d34,000	a 4.17	d16,630	d 21.54	51,230	2.89	b1,478	53	26.79	c1,372,490.82	16.22
1906	35,201	1.73	16,791	.96	51,992	1.48	b1,536	58	27.87	c1,449,211.93	6.07
1907	35,356	.44	17,383	3.52	52,739	1.43	b1,575	39	30.35	1,601,084.15	5.58
											10.47

a Decrease.

b Includes kindergarten teachers.

c Includes deficiency appropriations.

d Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.



TABLE IX.—*Amount expended for rent, and sites and buildings each year from the year 1880 to 1907, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24	1894.....	\$9,825.50	\$66,939.60
1881.....	26,506.11	103,416.91	1895.....	9,648.00	66,408.91
1882.....	26,472.57	253,609.73	1896.....	14,736.50	185,601.12
1883.....	14,805.33	103,141.47	1897.....	14,188.00	182,514.26
1884.....	8,742.50	103,563.94	1898.....	14,934.00	139,669.00
1885.....	7,060.00	118,400.00	1899.....	13,420.00	72,127.86
1886.....	6,919.66	61,130.04	1900.....	13,968.00	71,807.43
1887.....	7,354.00	73,085.34	1901.....	15,092.31	295,308.09
1888.....	10,215.44	239,150.77	1902.....	15,641.73	398,000.00
1889.....	14,832.00	332,312.44	1903.....	14,131.50	234,944.00
1890.....	10,000.00	240,467.39	1904.....	14,193.50	180,300.00
1891.....	9,892.00	229,078.00	1905.....	14,236.00	179,713.00
1892.....	9,602.00	220,344.47	1906.....	15,218.50	190,800.00
1893.....	8,951.25	42,270.36	1907.....	<sup>a</sup> 17,484.24	271,158.32

<sup>a</sup> Includes \$3,219.93 paid out of appropriation for rent of buildings or rooms to comply with compulsory education law.

## FIRST DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Adams, R street, between Seventeenth and Eighteenth nw.....	1	1	1	1	1	2	1	1	.....	9	8	9
Berret, Fourteenth and Q streets nw.....	1	1	1	1	1	1	1	1	.....	8	<sup>a</sup> 9	8
Dennison, S street nw., between Thirteenth and Fourteenth streets.....	2	1	1	1	1	1	1	1	1	10	<sup>b</sup> 12	<sup>c</sup> 11
Force, Massachusetts avenue, between Seventeenth and Eighteenth streets nw.....	2	2	2	2	2	1	1	1	.....	13	12	13
Franklin, Thirteenth and K streets nw.....	2	1	1	.....	2	2	2	2	.....	<sup>d</sup> 12	<sup>e</sup> 17	<sup>f</sup> 8
Harrison, Thirteenth street, between V and W streets nw.....	.....	1	1	1	1	1	1	1	1	8	8	<sup>g</sup> 9
Hubbard, Kenyon street, between Eleventh and Twelfth streets nw.....	1	1	1	1	1	1	1	1	.....	8	8	8
Johnson, School and Grant streets nw.....	1	1	1	1	1	1	1	1	.....	8	8	8
Johnson Annex, Mount Pleasant.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	<sup>h</sup> 4	2
Morgan, between Champlain and Eighteenth streets nw.....	1	1	1	1	1	2	1	1	1	<sup>i</sup> 10	8	<sup>c</sup> 11
Ross, Harvard street, between Eleventh and Thirteenth streets nw.....	1	1	1	1	1	1	1	1	1	9	8	<sup>c</sup> 10
Thomson, Twelfth street, between K and L streets nw.....	.....	1	1	2	.....	.....	.....	.....	.....	4	<sup>j</sup> 6	4
1017 Twelfth street nw.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	<sup>j</sup> 8	2
Total number of schools:												
1907.....	12	12	12	12	12	13	11	11	6	101	116	103
1906.....	11	11	12	12	12	12	11	11	5	97	116	101

<sup>a</sup> One room used for cooking school.

<sup>b</sup> One room used for cooking and 1 room for cutting and fitting school.

<sup>c</sup> Including assistant kindergarten teacher.

<sup>d</sup> Eight practice schools under supervision of 4 normal teachers.

<sup>e</sup> One room used by normal school and 4 for other purposes.

<sup>f</sup> Including 4 normal school-teachers.

<sup>g</sup> One room used for cooking school, 1 for manual training, and 1 for cutting and fitting class.

<sup>h</sup> One school accommodated in a hall room.

<sup>i</sup> One room used for cooking school and 1 room for manual training.

<sup>j</sup> One room for kindergarten and 7 for other purposes.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Adams.	Furnace.	Excellent.	Good.	Good <sup>a</sup> .	Good.	Small.	Owned.
Berret.	do.	Good.	do.	Fair.	Insufficient.	Insufficient.	Do.
Dennison.	Steam.	Excellent.	do.	Excellent.	Excellent.	Excellent.	Do.
Force.	do.	do.	Poor.	do.	do.	Fair.	Do.
Franklin.	do.	do. <sup>b</sup> .	do.	Poor.	do. <sup>c</sup> .	None.	Do.
Harrison.	Furnace.	do.	Good.	Excellent.	Good <sup>d</sup> .	Fair.	Do.
Hubbard.	do.	do.	Excellent.	do.	Excellent.	Excellent.	Do.
Johnson.	do.	do.	Good.	do.	Good.	Fair.	Do.
Johnson Annex.	Stoves.	Good.	Poor.	Good.	None.	do.	Do.
Morgan.	Furnace.	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Do.
Ross.	do.	do.	do.	do.	do.	do.	Do.
Thomson.	do.	Fair.	Poor.	Poor.	Insufficient.	Non.	Do.
1017 Twelfth st.	Steam.	Good.	Good.	Good.	None.	do.	Rented.

<sup>a</sup> Indicates dry closets.  
<sup>b</sup> Five rooms poor.  
<sup>c</sup> Boys' play rooms insufficient.  
<sup>d</sup> Area in defective condition.  
<sup>e</sup> Used by graded schools and for manual training and cooking.  
<sup>f</sup> Used for kindergarten and office purposes.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Adams.	2		1, 2	
Force.	2	4	1, 2	
Morgan.	2	2	1, 2	
Ross.	2		1, 2	
Total.	8	6		

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.	12	11	538	492	478	438	453	410	44.8	38.1
Seventh.	12	11	513	490	445	419	419	399	42.7	37.0
Sixth.	12	12	556	545	481	459	454	432	46.3	40.0
Fifth.	12	12	568	582	484	499	451	470	47.3	40.3
Fourth.	12	12	535	540	460	460	431	430	44.5	38.3
Third.	13	12	548	550	471	465	442	435	42.1	36.2
Second.	11	11	504	528	437	433	408	402	45.8	39.7
First.	11	11	557	560	445	425	410	389	50.6	40.4
Total.	95	92	4,319	4,255	3,701	3,593	3,465	3,367	45.4	38.9
Kindergarten.	6	5	267	239	179	138	157	119	44.5	29.8
Total.	101	97	4,586	4,524	3,880	3,736	3,625	3,486	45.4	38.4



TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	96.9	171	170	3	21.0	41.0
October.....	95.4	833	716	13	65.0	77.5
November.....	95.6	936	892	16	66.0	57.0
December.....	92.6	819	665	24	51.5	49.0
January.....	92.3	1,090	1,063	27	110.5	108.5
February.....	92.0	1,014	837	18	72.5	66.5
March.....	92.5	731	854	3	45.0	68.5
April.....	91.5	624	488	8	35.5	50.0
May.....	92.3	974	861	12	61.0	81.0
June.....	92.8	342	342	10	14.0	43.5
Total.....		7,534	6,888	134	542.0	640.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	a 69
Other normal schools.....	4
Colleges.....	4
Kindergartens.....	b 12
Nongraduates of above courses.....	a 17
Total.....	106
Counted more than once.....	3
Total.....	103

a Includes 2 teachers of the normal school.  
b Includes 1 teacher of the normal school.

SECOND DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Abbot, Sixth and L streets nw.....	1	1	1	1 { 3-4 } 1	1	2	2	.....	11	9	11	
Gage, Second street, above U street nw.....	1	1	1	1 { 3-4 } 1	1	2	1	1	10	8	a 11	
Henry, P, between Sixth and Seventh streets nw.....	1	2	1	2 { 3-4 } 1	3	2	.....	13	12	13		
Merse, R, between Fifth street and New Jersey avenue nw.....	1	1	.....	1 { 3-4 } 1	1	2	2	.....	10	8	10	
Phelps, Vermont avenue, between T and U streets nw.....	1	1	1	1	1	1	1	1	9	8	a 10	
Polk, Seventh and P streets nw.....	1	.....	2	1	1	.....	1	3	1	10	8	a 11
Seaton, I, between Second and Third streets nw.....	1	1	1	1	1	1	2	2	2	b 12	12	c 11
Twining, Third, between N and O streets nw.....	1	1	1	1	1	1	1	2	.....	9	8	9
Webster, Tenth and H streets nw.....	1	1	2	2	2	2	2	2	.....	14	12	14
Total number of schools:												
1907.....	9	9	10	11	13	11	15	15	5	98	85	100
1906.....	8	9	10	11	12	13	13	16	4	96	85	101

a Including assistant kindergarten teacher.  
b Four practice rooms under supervision of 2 normal teachers.  
c Including 1 kindergarten practice teacher of the normal school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventila- tion.	Water closets.	Play rooms.	Yards.	Owned or rented.
Abbot.	Furnace and hot water.	Excellent <sup>a</sup>	Fair.....	Excellent.	None.	None.....	Owned.
Gage.	do.	do.	Excellent.	do.	Good.	Ample <sup>b</sup> .	Do.
Henry.	Steam.	do.	Fair.....	Good.	Fair.	Girls': Ex- cellent. Boys': In- sufficient.	Do.
Morse.	Furnace <sup>c</sup> .	do.	Good.....	Excellent.	do.	Good.	Do.
Phelps.	do.	do.	Excellent.	do.	do.	Small.	Do.
Polk.	do.	do.	Poor.....	Fair <sup>d</sup> .	do.	Good.	Do.
Seaton.	Steam.	do.	do.	Excellent.	Good.	do.	Do.
Twining.	Furnace.	do.	Good.....	do.	Fair.	Girls': Ex- cellent. Boys': Poor <sup>e</sup> .	Do.
Webster.	Steam.	do <sup>f</sup> .	Poor.....	do.	do.	None.	Do.
624-626 O street nw. <sup>g</sup>	do.	Good.	do.	Fair.	None.	do.	Rented.
607-609 O street nw. <sup>h</sup>	do.	do.	do.	do.	do.	do.	Do.
212 H street nw. <sup>i</sup>	Hot water.	Fair.....	do.	Good.	do.	do.	Do.

<sup>a</sup> Six rooms excellent; 3 good.  
<sup>b</sup> At present ample, but when 4-room addition is completed the yard will be too small.  
<sup>c</sup> An extra furnace is needed.  
<sup>d</sup> Indicates dry closets, but with modern urinals. Teachers' closet without sufficient water pressure.  
<sup>e</sup> Unfit for ordinary use on account of muddy condition.  
<sup>f</sup> Poor in 4 rooms; satisfactory in 8 rooms.  
<sup>g</sup> Used for manual training for grades, and by classes of the McKinley Manual Training School.  
<sup>h</sup> Used for cooking school for grades, and by classes of the McKinley Manual Training School.  
<sup>i</sup> Used for manual training, cooking, and cutting and fitting classes.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Abbot.	4	2	1, 1, 2, 2	
Gage.	2	2	1-2, 2	
Henry.	2	4	2, 2	
Morse.	4	6	1, 1, 2, 2	
Phelps.	2	4	1, 2	
Polk.	4	4	1, 1, 1, 2	
Twining.	2		1, 1	
Webster.	4	4	1, 1, 2, 2	
Total.	24	26		

TABLE IV.—Showing distribution of pupils by grade, attendance, and average number per teacher.

Grade.	Number of schools.		Whole en- rollment.		Average en- rollment.		Average daily at- tendance.		Average number of pupils per teacher, 1906.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.	9	8	327	311	302	274	289	262	36.3	33.5
Seventh.	9	9	417	386	373	347	354	331	46.3	41.4
Sixth.	10	10	471	479	412	417	391	394	47.1	41.2
Fifth.	11	11	503	503	457	455	432	429	45.7	41.5
Fourth.	13	12	523	523	473	466	448	439	40.2	36.3
Third.	11	13	488	537	447	464	420	437	44.3	40.6
Second.	15	13	534	514	468	446	443	419	35.6	31.2
First.	15	16	620	650	523	512	484	471	41.3	34.0
Total.	93	92	3,883	3,903	3,455	3,381	3,261	3,182	41.7	37.1
Kindergarten.	5	4	230	189	164	124	143	111	46.0	32.8
Total.	98	96	4,113	4,092	3,619	3,505	3,404	3,293	41.9	36.9



TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	95.0	92	128	5	19.0	
October.....	95.7	531	424	5	62.0	32.0
November.....	95.7	468	491	4	86.0	33.5
December.....	93.6	469	466	5	37.0	64.0
January.....	93.4	649	570	10	70.0	26.5
February.....	93.2	597	458	8	77.5	50.5
March.....	93.6	425	404	7	54.5	35.5
April.....	92.8	458	304	11	60.5	57.0
May.....	93.4	424	322	6	52.0	34.0
June.....	94.4	229	171	1	11.0	28.0
Total.....		4,342	3,738	62	529.5	379.0

TABLE VI.—Showing graduates from normal schools, colleges, kindergartens, and non-graduates.

Washington Normal School No. 1.....	a 72
Other normal schools.....	a 10
Colleges.....	1
Kindergartens.....	a 9
Nongraduates of above courses.....	10
Total.....	102
Counted more than once.....	2
Total.....	160

a Including 1 teacher of the normal school.

THIRD DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Brent, Third and D streets se.....	1	1	1	1	1	2	1	1		9	8	9
Dent, Second street and South Carolina avenue se.....		1	1	1	1	1	2	2	1	10	8	a 11
Edmonds, Ninth and D streets ne.....	1	1	1	1	1	2	1	1		9	8	9
Hilton, Sixth, between B and C streets ne.....	1	1	1	1	1	1{1-2}	1	1		9	8	9
Lenox, Fifth, between G and Virginia avenue se.....	1	1	1	1	1	1	2	2		10	8	10
Maury, B, between Twelfth and Thirteenth streets ne.....	1	1	1	1	1	1{1-2}	1	1		9	8	9
Peabody, Fifth and C streets ne.....	1	2	2	3	2	1	1	1		14	12	a 15
Towers, Eighth and C streets se.....	1	1	1	1	1	1	1	3		10	8	10
Wallach, D, between Seventh and Eighth streets se.....	1	1	2	3	3	2	2		1	15	14	a 16
Total number of schools:												
1907.....	8	10	11	13	12	12	14	12	3	95	82	98
1906.....	8	10	11	13	12	12	14	12	3	95	82	100

a Including assistant kindergarten teacher.  
b One school accommodated in small hall room.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Brent.	Furnace.	Excellent.	Good.	Excellent.	Small.	Ample.	Owned.
Dent.	do.	do.	Excellent.	do.	do.	do.	Do.
Edmonds.	do.	do.	do.	do.	do.	do.	Do.
French <sup>a</sup> .	do.	do.	do.	do.	None.	None.	Do.
Hilton.	do.	do.	do.	Good.	Small.	Small.	Do.
Lenox.	do.	do.	Good.	Excellent.	do.	do.	Do.
Maury.	do.	do.	do.	do.	do.	Fair.	Do.
Peabody.	Steam.	do.	do.	do.	do.	Small.	Do.
Towers.	Furnace.	do.	do.	do.	do.	Ample.	Do.
Wallach.	Steam.	do.	do.	Fair.	do.	do.	Do.
646 Massachusetts avenue ne. <sup>b</sup>	Stoves.	Good.	Fair.	do.	None.	None.	Rented.

<sup>a</sup> Used for manual training, cooking, and cutting and fitting.  
<sup>b</sup> Used for manual training and cooking.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above sec- ond grade, 1907.
	1907	1906.		
Brent.	2	2	1,2	
Dent.	4	4	1,1,2,2	
Edmonds.	2	2	1,2	
Hilton.	2	4	1-2,2	
Lenox.	4	4	1,1,2,2	
Maury.	2	2	1-2,2	
Peabody.	2	2	1,2	
Towers.	4	4	1,1,2	
Wallach.	2	2	1,2,2	
Total.	24	26		

TABLE IV.—Showing distribution of pupils by grades; attendance, and average number per teacher.

Grade.	Number of schools.		Whole enroll- ment.		Average en- rollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.	8	8	326	324	298	286	284	273	40.7	37.2
Seventh.	10	10	435	441	379	399	362	381	43.5	37.9
Sixth.	11	11	516	521	470	469	445	445	46.9	42.7
Fifth.	13	13	573	540	520	490	492	466	44.0	40.0
Fourth.	12	12	584	587	527	531	502	503	48.6	43.9
Third.	12	12	544	573	518	514	488	489	45.3	43.1
Second.	14	14	525	547	468	500	437	471	37.5	39.0
First.	12	12	619	561	515	453	473	420	51.5	36.7
Total.	92	92	4,122	4,094	3,695	3,642	3,483	3,448	44.8	40.1
Kindergarten.	3	3	141	162	102	108	90	97	47.0	34.0
Total.	95	95	4,263	4,256	3,797	3,750	3,573	3,545	44.8	39.9



TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardi- ness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	97.4	48	46	6		
October.....	95.5	229	224	18	22.5	55.0
November.....	95.6	213	272	23	114.5	78.0
December.....	93.2	215	207	16	90.5	83.0
January.....	93.3	301	268	26	49.5	83.0
February.....	92.9	250	201	39	84.0	35.5
March.....	93.6	212	211	12	87.0	47.5
April.....	93.0	228	159	14	45.0	24.5
May.....	93.8	216	218	13	42.0	54.5
June.....	94.5	76	94	14	42.0	33.0
					25.5	59.0
Total.....		1,988	1,900	181	602.5	38.5
						506.5

TABLE VI.—Showing number of graduates from normal schools, colleges, and non-graduates.

Washington Normal School No. 1.....	74
Other normal schools.....	7
Colleges.....	1
Kindergartens.....	6
Nongraduates of above courses.....	12
Total.....	100
Counted more than once.....	2
Total.....	98

FOURTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	N um b e r of teachers.
Amldon, Sixth and F streets sw.....	1	1	1	1	2	2	2	2	1	10	8	a 11
Arthur, Arthur place nw.....	1	1	1	1	1	2	2	2		10	8	10
Bowen, Sayles J., Third and K streets sw.....	1	1	1	1	2	2	1	1		9	8	9
Bradley Linworth place, between C and D streets sw.....	1	1	1	1	1	1	1	2		9	8	9
Greenleaf, Four-and-a-half street, between M and N streets sw.....			1	1	2	2	1-2	2		10	8	10
Jefferson, Sixth and D streets sw.....	2	2	3	3	3	2	2	2	1	20	b 20	a 21
McCormick, Third street, between M and N streets se.....					1	2	1	2		6	4	6
Potomac, Twelfth street, between Maryland ave- nue and E street sw.....					1	1	1	1		4	4	4
Smallwood, I street, between Third and Four-and a-half streets sw.....	1	1	1	1	1	1	1	2		9	8	9
Total number of schools:												
1907.....	6	6	8	9	13	14	13	16	2	87	76	89
1906.....	6	6	8	9	13	15	13	15	2	87	76	90

a Including assistant kindergarten teacher.  
b One room used as office for supervising principal and one for cooking school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
		Excellent. do. Insuffi- cient.	Excellent. Good. Excellent.	Excellent. Fair <sup>a</sup> . Excellent.	Excellent. Good. do.	Small. Excellent. do.	Owned. Do. Do.
Amidon.	Furnace.	Excellent.	Excellent.	Excellent.	Excellent.	Small.	Owned.
Arthur.	do.	do.	Good.	Fair <sup>a</sup> .	Good.	Excellent.	Do.
Bowen, Sayles J.	Steam.	Insuffi- cient.	Excellent.	Excellent.	do.	do.	Do.
Bradley.	Furnace.	Excellent.	Good.	do.	Small.	Small.	Do.
Greenleaf.	do.	do.	Excellent.	Good.	do.	do.	Do.
Jefferson.	do.	do.	Fair.	Excellent.	Excellent.	Excellent.	Do.
McCormick.	Steam.	do. <sup>b</sup>	do.	Poor.	None.	do.	Do.
Potomac.	Furnace.	do.	do.	do.	do.	Small.	Do.
Smallwood.	Stoves.	do.	Good.	do. <sup>a</sup>	Small.	do.	Do.
494 Maryland ave- 100 sw. <sup>c</sup>	Furnace.	Good.	Poor.	Good.	None.	do.	Rented.

<sup>a</sup> Indicates dry closets.      <sup>b</sup> Eight rooms insufficient.      <sup>c</sup> Used for cutting and fitting.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above sec- ond grade, 1907.
	1907.	1906.		
Amidon.	4	4	1, 1, 2, 2	
Arthur.	4	4	1, 1, 2, 2	
Bowen, Sayles J.	2	2	1, 2	
Bradley.	2	2	1, 2	
Greenleaf.	4	4	1, 1, 1-2, 2	
Jefferson.	4	4	1, 1, 1, 2	
McCormick.	4	4	1, 1, 2, 2	
Smallwood.	2	2	1, 2	
Total.	26	26		

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enroll- ment.		Average enroll- ment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.	6	6	223	225	197	191	189	182	37.1	32.8
Seventh.	6	6	286	282	247	243	236	232	47.6	41.1
Sixth.	8	8	364	358	325	322	306	302	45.5	40.6
Fifth.	9	9	422	451	378	388	355	361	46.8	42.0
Fourth.	13	13	605	575	533	504	500	467	46.5	41.0
Third.	14	15	590	625	534	538	495	505	42.1	38.1
Second.	13	13	574	599	506	526	472	491	44.1	38.9
First.	16	15	720	732	597	570	554	523	45.0	37.3
Total.	85	85	3,784	3,847	3,317	3,282	3,107	3,063	44.5	39.0
Kindergarten.	2	2	85	95	58	61	52	53	42.5	29.0
Grand total.	87	87	3,869	3,942	3,375	3,343	3,159	3,116	44.4	38.7



TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers. 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	96.4	41	72	0		
October.....	94.9	349	305	11	18.0	
November.....	94.9	319	358	10	51.0	28.5
December.....	92.7	339	269	14	80.5	84.0
January.....	92.6	421	296	10	100.5	90.5
February.....	92.7	295	290	30	68.0	56.0
March.....	92.8	312	256	4	76.0	73.0
April.....	91.5	293	234	6	73.5	53.0
May.....	92.4	319	310	10	56.5	93.5
June.....	94.1	101	86	2	71.5	20.5
					41.0	39.5
Total.....		2,789	2,476	97	636.5	35.5
						574.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	58
Other normal schools.....	12
Colleges.....	0
Kindergartens.....	4
Nongraduates of above courses.....	15
Total.....	89

FIFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Addison, P street, between Thirty-second and Thirty-third streets.....	1	1	1	1	2	1	....	2	....	9	8	9
Conduit Road, Conduit road.....					1-4					1	1	1
Corcoran, Twenty-eighth street, near M street....	1	1	1	1	2		2	2		10	9	10
Curtis, O street, between Thirty-second and Thirty-third streets.....	1	1	2	1	1	2	3	1	....	12	<sup>a</sup> 10	12
Fillmore, Thirty-fifth street, near R street.....	1	1	1	1	2	1	1	1	....	9	8	9
Grant, G street, between Twenty-first and Twenty-second streets.....	1	1	2	2	2	2	3	3	....	<sup>b</sup> 16	12	16
Industrial Home, Wisconsin avenue.....	5-8				3-4	2-3	1-2			4	4	4
Jackson, R street, between Thirtieth and Thirty-first streets.....	1	1	1	1	1	1	1	1	1	9	8	<sup>c</sup> 10
Reservoir, Conduit road.....	6-8		5-6				1-2			3	4	3
Threlkeld, Thirty-sixth street and Prospect avenue.....				1	1	1	1	1	....	5	4	5
Toner, Twenty-fourth and F streets.....	1	1	1	1	1	1	1	1	1	9	8	<sup>c</sup> 10
Weightman, Twenty-third and M streets.....	1	1	1	1	1	1	<sup>d</sup> 1-2	1		9	8	9
2801 N street nw.....						2					3	<sup>c</sup> 4
3300 O street nw.....									1	1	1	<sup>c</sup> 2
3222 O street nw.....											<sup>d</sup> 2	
Number of schools:												
1907.....	10	8	11	10	15	13	16	13	4	100	89	104
1906.....	10	8	11	10	13	12	15	13	4	96	87	104

<sup>a</sup> One room used by the Peabody Library.  
<sup>b</sup> Includes assistant kindergarten teacher.  
<sup>c</sup> Two schools accommodated in 2 hall rooms.  
<sup>d</sup> One room used for supervising principal's office and 1 room for atypical school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Addison.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Excellent.....	Good.....	Owned
Conduit Road.....	Stoves.....	do.....	do.....	Poor.....	None.....	Fair.....	Do.
Corcoran.....	Furnace.....	do.....	do.....	Excellent.....	Excellent.....	Good.....	Do.
Curtis.....	Steam.....	do.....	do.....	do.....	do.....	Excellent.....	Do.
Fillmore.....	Furnace.....	do.....	do.....	Good <sup>a</sup> .....	do.....	Good.....	Do.
Grant.....	Steam.....	do.....	do.....	do.....	do.....	do.....	Do.
High Street <sup>b</sup> .....	Stoves.....	do.....	Poor.....	Poor.....	do.....	Excellent.....	Do.
Industrial Home.....	Steam.....	do.....	Fair.....	Excellent.....	Poor.....	do.....	(c)
Jackson.....	Furnace.....	do.....	Good.....	Poor <sup>a</sup> .....	Excellent.....	Good.....	Owned.
Reservoir.....	do.....	do.....	do.....	Fair.....	do.....	Excellent.....	Do.
Threlkeld.....	Stoves.....	do.....	Fair.....	do.....	Poor.....	Fair.....	Do.
Toner.....	Furnace.....	do.....	Excellent.....	Excellent.....	Excellent.....	Good.....	Do.
Weightman.....	do.....	do.....	Good.....	do.....	do.....	do.....	Do.
322 O street <sup>d</sup> .....	do.....	Fair.....	do.....	do.....	None.....	do.....	Rented.
2801 N street nw <sup>e</sup> .....	do.....	Excellent.....	Fair.....	Good.....	do.....	Small.....	Do.
730 Twenty-fourth street <sup>f</sup> .....	Stoves.....	do.....	do.....	do.....	do.....	Ample.....	Do.
St. John's Episcopal Chapel <sup>g</sup> .....	Furnace.....	do.....	do.....	Fair.....	do.....	None.....	Do.

<sup>a</sup> Indicates dry closets.<sup>b</sup> Used for manual training.<sup>c</sup> Neither owned nor rented.<sup>d</sup> One room used for supervising principal's office and 1 for ungraded school.<sup>e</sup> Used by graded schools and kindergarten.<sup>f</sup> Used for manual training, cooking, and cutting and fitting classes.<sup>g</sup> Used by kindergarten.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Addison.....	2	2	1, 1	
Corcoran.....	4	6	1, 1, 2, 2	
Curtis.....	4	6	1, 2, 2, 2	
Grant.....	4	6	1, 1, 2, 2	
Jackson.....	2	2	1, 2	
Threlkeld.....	2	2	1, 2	
Toner.....	2	2	1, 2	
Weightman.....	2	2	1-2, 2	
Total.....	22	28		

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	10	10	270	307	237	261	226	244	27.0	23.7
Seventh.....	8	8	306	296	261	259	246	244	38.2	32.6
Sixth.....	11	11	392	396	342	344	322	324	35.6	31.0
Fifth.....	10	10	475	530	428	448	394	421	47.5	42.8
Fourth.....	15	13	534	513	475	438	445	409	35.6	31.6
Third.....	13	12	532	560	468	474	440	440	40.9	36.0
Second.....	16	15	571	552	513	501	471	465	35.6	32.0
First.....	13	13	683	714	555	565	514	520	52.5	42.6
Total.....	96	92	3,763	3,868	3,279	3,290	3,058	3,067	39.1	34.1
Kindergarten.....	4	4	154	180	107	114	92	101	38.5	26.7
Grand total.....	100	96	3,917	4,048	3,386	3,404	3,150	3,168	39.1	23.8



TABLE V. —Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attenda- nce, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	96.6	121	112	2	19.5	10.5
October.....	94.8	482	506	4	65.0	79.5
November.....	95.0	504	497	9	46.5	53.0
December.....	92.5	357	366	20	16.5	18.5
January.....	91.7	639	541	15	54.5	41.5
February.....	92.0	493	485	9	77.0	34.0
March.....	91.0	520	472	4	38.5	47.5
April.....	91.7	423	354	4	37.0	78.0
May.....	92.5	510	485	10	52.0	40.5
June.....	93.9	212	204	2	30.5	51.0
Total.....		4,261	4,022	79	437.0	454.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	75
Other normal schools.....	6
Colleges.....	0
Kindergartens.....	8
Nongraduates of above courses.....	16
Total.....	105
Counted more than once.....	1
Total.....	104

## SIXTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

Number and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Benning, Benning, D. C.....	7-8	5-6			3-4		1-2			4	4	4
Blair, I street between Sixth and Seventh streets ne.....	1	1	1	1	1	1	1	1	1	9	8	<sup>a</sup> 10
Blow, Nineteenth street and Benning road ne.....			1	1	1	1	1	1	1	7	<sup>b</sup> 8	<sup>a</sup> 8
Hamilton, Bladensburg road, D. C.....	6-8			4-5		2-3	1-2			4	4	4
Kenilworth, Kenilworth, D. C.....			5-6		3-4		1-2			3	<sup>c</sup> 4	3
Ludlow, southeast corner Sixth and G streets ne.....	1	1	1	1	1	1	1	1		8	8	8
Madison, Tenth and G streets ne.....	1	1	1	1	1	1	1	1		8	8	8
Pierce, Fourteenth and G streets ne.....	7-8		1	1	1	1	2	2	1	10	8	<sup>a</sup> 11
Taylor, Seventh street, near G street ne.....	1	1	1	1	1	1	1	1	1	9	8	<sup>a</sup> 10
Webb, Fifteenth and Rosedale streets ne.....	1	1	1	1	1	1	1	1		8	8	8
Wheatley, Twelfth and N streets ne.....	7-8		1	1	1	1	1	2	1	9	8	<sup>d</sup> 11
Total number of schools:												
1907.....	9	5	10	9	10	9	12	10	5	79	76	85
1906.....	9	5	9	9	10	9	12	11	4	78	76	82

<sup>a</sup> Includes assistant kindergarten teacher.<sup>b</sup> One room vacant.<sup>c</sup> One room used for manual training.<sup>d</sup> Includes grade teacher.

TABLE II.—Showing condition of buildings.

Building.	How heated.		Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
	Stoves.	Furnace.						
Benning.....	do.	do.	Good.....	Fair.....	Poor.....	None.....	Good.....	Owned.
Blair.....	do.	do.	Excellent.	Good.....	Excellent.	Excellent.	Ample.....	Do.
Blow.....	do.	do.	do.	Excellent.	do.	do.	Excellent.	Do.
Hamilton.....	Stoves.	do.	Good.....	Poor.....	Poor.....	None.....	Good.....	Do.
Kendworth.....	Furnace.	do.	Excellent.	Fair.....	do.	Excellent.	do.	Do.
Ludlow.....	do.	do.	do.	Excellent.	Excellent.	do.	Excellent.	Do.
Madison.....	do.	do.	do.	Good.....	do.	do.	Small.....	Do.
Northeast Indus- trial. <sup>a</sup>	do.	do.	Fair.....	Poor.....	Gls' good, boys' fair.	None.....	None.....	Rented.
Pierce.....	do.	do.	Excellent.	Good.....	Good <sup>b</sup> .....	Good.....	Gls' small, boys' ample.	Owned.
Taylor.....	do.	do.	do.	do.	do. <sup>b</sup> .....	Excellent.	Ample.....	Do.
Webb.....	do.	do.	do.	Excellent.	Excellent.	do.	do.	Do.
Wheatley.....	do.	do.	do.	do.	do.	do.	do.	Do.
1245 G street ne. c.	Stoves.	do.	Fair.....	Poor.....	Fair.....	None.....	Small.....	Rented.

<sup>a</sup> Used for manual training, cooking, and cutting and fitting classes.  
<sup>b</sup> Indicates dry closets.  
<sup>c</sup> Used as cooking school.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Blair.....	2	2	1, 2	
Madison.....	4	4	1, 1, 2, 2	
Pierce.....	2	2	1, 2	
Taylor.....	2	2	1, 2	
Wheatley.....				
Total.....	10	12		

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enroll- ment.		Average en- rollment.		Average daily attendance		Average number of pupils per teacher 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.....	9	9	237	268	205	230	197	219	26.3	22.7
Seventh.....	5	5	258	263	232	236	221	224	51.6	46.4
Sixth.....	10	9	334	323	300	283	284	296	33.4	30.0
Fifth.....	9	9	386	389	364	338	343	318	42.8	40.4
Fourth.....	10	10	315	434	336	388	315	363	39.5	33.6
Third.....	9	9	398	407	370	358	347	336	44.2	41.1
Second.....	12	12	385	424	353	353	331	330	32.0	29.4
First.....	10	11	533	518	454	406	418	370	53.3	45.4
Total.....	74	74	2,926	3,026	2,614	2,592	2,456	2,426	39.5	35.3
Kindergarten.....	5	4	185	199	143	144	130	130	37.0	28.6
Grand total..	79	78	3,111	3,225	2,757	2,736	2,586	2,556	39.3	34.8



TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.

Month.	Percent- age of attendance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6		1906-7.	1905-6.
September.....	97.8	50	52	0	12.5	
October.....	96.1	286	303	7	29.5	11.0
November.....	95.7	307	384	8	28.0	17.5
December.....	93.8	261	329	6	10.0	1.0
January.....	93.2	448	404	13	38.0	6.0
February.....	92.2	345	281	21	23.5	27.0
March.....	92.8	251	314	7	48.0	31.5
April.....	91.6	284	228	6	22.0	18.5
May.....	92.8	323	391	7	34.0	39.0
June.....	93.5	147	135	1	16.5	17.0
Total.....		2,702	2,821	76	262.0	170.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	54
Other normal schools.....	11
Colleges.....	0
Kindergartens.....	10
Nongraduates of above courses.....	11
Total.....	86
Counted more than once.....	1
Total.....	a 85

a Includes garden teacher.

SEVENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
WHITE.												
Brightwood, Brightwood, D. C.....	7-8	6-7		1	1	1	1	1		7	a 8	7
Brightwood Annex, corner Flint street and Brightwood avenue, D. C.....									1	1	1	b 2
Chevy Chase, Chevy Chase, D. C.....	7-8		5-6		3-4		1	1		c 5	4	5
Grant road.....							1-2			1	2	1
Monroe, Columbia road, between Brightwood and Sherman avenues.....	7-8		1	1	1	1	1-2	1	1	c 10	8	b 11
Petworth, Philadelphia street, near Brightwood avenue.....	7-8		5-6	4-5		1	1	1		6	4	6
Takoma, Piney Branch road and Vermilion street, Takoma, D. C.....	1	1	1	1	1	1	1	1		8	d 8	8
Tenley, Tenley, D. C.....	1	1	1	1	1	1	1	1		8	8	8
Tenley Annex, Tenley, D. C.....									1	1	e 2	b 2
Woodburn, corner Blair and Riggs roads, D. C.....	6-8			4-5		2-3		1		4	4	4
Total number of schools:												
1907.....	7	3	5	7	5	6	8	7	3	51	49	54
1906.....	7	2	6	6	7	7	5	7	2	49	45	51

a One room used for manual training and 1 room for cooking and cutting and fitting.  
b Includes assistant kindergarten teacher.  
c One school accommodated in basement room.  
d One room used for cooking and cutting and fitting.  
e One room used for manual training, cooking, and cutting and fitting.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brightwood.	Steam.	Excellent.	Poor.	Excellent.	Fair <sup>a</sup> .	Poor <sup>b</sup> .	Owned.
Chevy Chase.	Furnace.	Good.	do.	Very bad.	Excellent.	Excellent.	Do.
Monroe.	do.	Excellent.	Fair.	Excellent.	do <sup>c</sup> .	Fair.	Do.
Petworth.	do.	do.	Good.	do.	do.	do.	Do.
Takoma.	do.	do.	Excellent.	do.	do.	Good.	Do.
Tenley.	Steam.	Fair.	Poor.	Poor.	Poor.	Excellent.	Do.
Woodburn.	Furnace.	Excellent.	Fair.	do.	Excellent.	do.	Do.
Brightwood Park <sup>d</sup> .	do.	Good.	Poor.	Good.	None.	None.	Rented.

<sup>a</sup> The basement floors of this building are brick; should be concrete; are insanitary.  
<sup>b</sup> Concrete driveway should be built from the gate to the coal chute. Abandoned well should be filled.  
<sup>c</sup> Corridors just outside of these rooms are very insanitary; should be concreted.  
<sup>d</sup> Used by kindergarten.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Brightwood.	2	2	1, 2	
Chevy Chase.	2	2	1, 2	
Monroe.	2	4	1, 2	
Petworth.	2	2	1, 2	
Takoma.	2	2	1, 2	
Tenley.		2		
Total.	10	14		

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.	7	7	125	131	110	111	103	90	17.8	15.7
Seventh.	3	2	134	125	117	111	110	104	44.6	39.0
Sixth.	5	6	189	186	162	152	150	142	37.8	32.4
Fifth.	7	7	284	247	237	217	215	201	40.5	33.8
Fourth.	5	6	253	260	225	228	195	209	50.6	45.0
Third.	6	7	253	262	220	228	205	209	42.1	36.6
Second.	8	5	305	245	255	208	233	189	38.1	31.8
First.	7	7	335	350	259	275	228	242	47.8	37.0
Total.	48	47	1,878	1,806	1,585	1,530	1,439	1,386	39.1	33.0
Kindergarten.	3	2	110	85	72	52	60	43	36.6	24.0
Total.	51	49	1,988	1,891	1,657	1,582	1,499	1,429	38.9	32.4



TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	96.1	58	59	1	17.0	
October.....	92.4	229	226	6	11.5	25.5
November.....	93.1	223	196	20	12.0	71.5
December.....	88.8	223	160	8	12.0	40.0
January.....	90.5	395	284	7	40.0	22.5
February.....	88.4	253	193	12	37.0	8.5
March.....	90.5	137	216	6	29.5	20.0
April.....	89.5	177	79	2	17.0	11.0
May.....	90.4	185	195	4	9.5	8.0
June.....	91.4	90	120			25.0
Total.....		1,970	1,728	66	185.5	11.0
						243.0

TABLE VI. —Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	35
Other normal schools.....	6
Colleges.....	2
Kindergartens.....	6
Nongraduates of above courses .....	6
Total.....	55
Counted more than once.....	1
Total.....	54

EIGHTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Buchanan, E street, between Thirteenth and Fourteenth se.....	1	1	1	1	1	1-2	1	1	1	9	8	<sup>a</sup> 10
Congress Heights, Congress Heights.....	7-8		1	1	1	1	1	2		8	8	8
Cranch, Twelfth and G streets se.....	1	1	1	1	1	1	2	2		10	8	10
Masonic Hall, Jackson street, Anacostia.....									1	1	<sup>b</sup> 2	<sup>a</sup> 2
Orr, Twining City.....			5-6		3-4	1		1		4	4	4
Stanton, Good Hope, D. C.....	7-8		5-6		3-4	1	1-2			4	4	4
Tyler, Eleventh street, between G and I se.....			1	2	2	1	1	2		9	8	9
Van Buren, Jefferson street, Anacostia.....	1	1	1	1		1	2	3		10	8	10
Van Buren Annex, Washington street Anacostia.....		6-7		1	1	1				6	6	6
533 Twelfth street se.....				4-5	3-4	2			1	4	4	<sup>a</sup> 5
Total number of schools.												
1907.....	5	4	7	8	10	8	9	11	3	65	60	68
1906.....	5	4	7	7	10	7	10	10	2	62	56	64

<sup>a</sup> Including assistant kindergarten teacher.  
<sup>b</sup> One room used for manual training.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Buchanan.	Furnace.	Good.	Fair.	Good <sup>a</sup> .	Fair.	Fair.	Owned.
Congress Heights.	do.	do.	do.	Poor.	do.	Excellent.	Do.
Cranch.	Steam.	Poor.	Poor.	Excellent.	Poor.	Small.	Do.
Masonic Hall <sup>b</sup> .	Furnace.	Good.	Fair.	Good.	None.	None.	Rented.
Orr.	do.	do.	Good.	Poor.	Good.	Good.	Owned.
Stanton.	do.	do.	do.	do.	do.	Poor.	Do.
Tyler.	do.	do.	Poor.	Excellent.	Fair.	Small.	Do.
Van Buren.	do.	do.	do.	Poor <sup>a</sup> .	do.	Fair.	Do.
Van Buren Annex.	Stoves.	Fair.	do.	None.	None.	Parking.	Do.
533 Twelfth street so c.	do.	Good.	Fair.	Fair.	do.	Medium.	Rented.

<sup>a</sup> Indicates dry closets.<sup>b</sup> Used by kindergarten and manual training school.<sup>c</sup> Used by graded schools and kindergarten.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Buchanan.	2	4	1-2, 2	
Cranch.	4	4	1, 1, 2, 2	
Tyler.	2	4	1, 2	
Van Buren and Annex.	4	6	1, 1, 2, 2	
Total.	12	18		

TABLE IV.—Showing distribution of pupils, by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number pupils per teacher 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.	5	5	150	145	130	126	124	120	30.0	28.0
Seventh.	4	4	187	198	161	162	151	153	46.7	40.2
Sixth.	7	7	274	267	248	235	236	219	39.1	35.4
Fifth.	8	7	366	358	322	269	301	290	45.7	40.2
Fourth.	10	10	402	375	359	338	345	316	40.2	35.9
Third.	8	7	425	357	375	327	352	306	53.1	46.8
Second.	9	10	399	410	364	373	344	346	44.3	40.4
First.	11	10	520	490	445	403	408	364	47.2	40.4
Total.	62	60	2,723	2,598	2,404	2,233	2,261	2,114	43.9	38.9
Kindergarten.	3	2	120	95	91	60	79	53	40.0	30.3
Total.	65	62	2,843	2,693	2,495	2,293	2,340	2,167	43.7	38.3

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attendance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.	96.5	89	61	2	9.5	16.0
October.	94.3	305	301	10	43.0	61.5
November.	94.3	321	255	11	46.0	17.0
December.	92.1	300	234	10	55.5	22.0
January.	92.5	483	432	23	67.0	55.5
February.	91.6	403	385	11	52.5	25.0
March.	93.7	303	331	7	31.5	40.0
April.	91.8	214	202	10	17.0	20.0
May.	93.0	315	356	13	32.0	24.0
June.	93.4	196	186	6	21.0	19.5
Total.		2,929	2,743	103	375.0	300.5



TABLE VI. —Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	46
Other normal schools.....	7
Colleges.....	1
Kindergartens.....	6
Nongraduates of above courses.....	10
Total.....	70
Counted more than once.....	2
Total.....	68

NINTH DIVISION.

TABLE I. —Showing location of buildings and distribution of schools by buildings.

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Blake, North Capitol street, between K and L streets nw.....	1	1	1	1	1	1	1	1		8	8	8
Brookland, Brookland, D. C.....	1	1	1	4-5	1	1	2	2	1	12	a12	b13
Carbery, Fifth street, between D and E streets ne.....	1	1	1	1	1	1	1	1	1	9	8	b10
Eckington, First and Quincy streets ne.....	1		1	1	1	1	2	2	1	10	8	b11
Emery, Lincoln avenue and Prospect street ne....	1	2	1	4-5	1	2	1	2		13	12	b14
Gales, First and G streets nw.....	1	1	1	2	3-4	1	1	2		11	c12	11
Hayes, Fifth and K streets ne.....	1	1	1	1	1	1	2	2		10	8	10
Langdon, Queen's Chapel road.....	7-8			1	1		1	1		5	4	5
Langdon annex, Queen's Chapel road, Langdon, D. C.....						1				1	1	1
Langdon annex, Langdon Hall, Twenty-fourth and Douglas streets ne.....			1							1	1	1
Total number of schools:												
1907.....	8	7	8	11	9	9	11	13	4	80	74	84
1906.....	8	7	9	9	8	10	10	13	4	78	73	85

a One room used for cooking school.  
b Including assistant kindergarten teacher.  
c One room occupied by incorrigible school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Blake.....	Furnace..	Excellent.	Good.....	Excellent.	Exc'l'nt a.	Ample.....	Owned.
Brookland.....	Steam.....	do. b.	do.....	do.....	do. c.	Insuffic'nt	Do.
Brookland M. T. d.	Stoves.....	Fair.....	Fair.....	Fair.....	None.....	None.....	Rented.
Carbery.....	Furnace..	Excellent.	Good.....	Good e.	Small a.	Small.....	Owned.
Eckington.....	do.....	do.....	do.....	do.....	Good.....	Insuffic'nt	Do.
Emery.....	Steam.....	do. b.	Bad.....	do.....	Excellent.	do.....	Do.
Gales.....	do.....	do.....	Good.....	Excellent.	Fair.....	Parking..	Do.
Hayes.....	Furnace..	do.....	Excellent.	Good.....	Excellent.	Boys' ample, girls' small.	Do.
Langdon.....	do.....	do.....	Good.....	Poor.....	Fair.....	Ample.....	Do.
Queen's Chapel Road. f	Stoves..	do.....	do.....	None.....	None.....	do.....	Do.
Langdon Hall, Twenty-fourth and Douglas streets ne. g	do.....	do.....	do.....	Poor.....	do.....	do.....	Rented.

a In this school the boys' play room is used as a coal vault.  
b Except in 4 rooms.  
c Not properly connected with closet rooms.  
d Used for manual training and cooking.  
e Indicates dry closets.  
f Now Langdon Annex.  
g Used by graded school.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Brookland.....	2		1, 2	
Carbery.....	2		1, 2	
Eckington.....	4	4	1, 1, 2, 2	
Emery.....	2	4	1, 2	
Hayes.....	4	4	1, 1, 2, 2	
Langdon.....	2	2	1, 2	
Total.....	16	14		

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade	Number of schools		Whole enrollment		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907	
	1907	1906	1907	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	257	296	235	263	225	251	32.1	29.3
Seventh.....	7	7	325	312	290	279	275	262	46.4	41.4
Sixth.....	8	9	336	368	292	320	275	302	42.0	36.5
Fifth.....	11	9	394	393	349	346	327	325	35.8	31.7
Fourth.....	9	8	404	403	362	339	350	317	44.8	40.2
Third.....	9	10	376	409	338	355	319	336	41.7	37.5
Second.....	11	10	400	395	352	330	331	306	36.3	32.0
First.....	13	13	472	482	380	386	347	354	36.3	29.2
Total.....	76	74	2,964	3,058	2,598	2,618	2,449	2,453	39.0	34.1
Kindergarten.....	4	4	161	222	111	142	92	124	40.2	27.7
Grand total.....	80	78	3,125	3,280	2,709	2,760	2,541	2,577	39.0	30.3

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.

Month.	Percent- age of attendance, 1906-7	Cases of tardiness.		Tard- iness of teachers, 1906-7.	Substitute service	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	97.0	86	64	1	9.0	12.5
October.....	95.1	396	285	14	24.5	47.5
November.....	95.2	336	419	30	28.0	30.0
December.....	92.7	295	323	12	37.5	33.5
January.....	92.9	383	401	33	42.5	55.5
February.....	92.8	340	375	23	55.0	10.0
March.....	93.1	237	330	12	61.5	65.5
April.....	91.5	271	155	12	37.5	45.5
May.....	92.5	355	359	5	57.5	27.0
June.....	94.0	149	158	19	26.0	23.5
Total.....		2,848	2,869	161	379.0	370.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	59
Other normal schools.....	5
Colleges.....	0
Kindergartens.....	8
Nongraduates of above courses.....	12
Total.....	84



## UNGRADED SCHOOLS—1-9 DIVISIONS.

TABLE I.—*Showing location of buildings and distribution of atypical and incorrigible schools by buildings.*

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Atypical: 3222 O street NW.....					1-4							
Incorrigible: Gales, First and G streets NW.....				1-7						1	(a)	1
Total number of schools:										1	(a)	2
1907.....				1	1							
1906.....										2		3

<sup>a</sup> Room counted in with building elsewhere.TABLE II.—*Showing condition of buildings.*

Building.	How heated	Light	Ventilation.	Water-closets.	Play rooms.	Yards	Owned or rented.
3222 O street NW.	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Gales.....	(b)	(b)	(b)	(b)	(b)	(b)	(b)

<sup>a</sup> See Table II, fifth division.<sup>b</sup> See Table II, ninth division.TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
None.....				

TABLE IV.—*Showing distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.....										
Seventh.....			2		2		2			
Sixth.....			4		2		2			
Fifth.....	1		9		5		4			
Fourth.....	1		10		6		5			
Third.....			6		4		4			
Second.....			2		1		1			
First.....			1		1		1			
Total.....	2		34		21		19		17.0	10.5
Kindergarten.....										
Total.....	2		34		21		19		17.0	10.5

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	95.6	1		0	0	
October.....	85.7	5		1	0.5	
November.....	91.1	1		0	2.0	
December.....	90.9	2		0	0	
January.....	95.1	2		1	0	
February.....	91.2	8		3	0	
March.....	90.8	13		0	0	
April.....						
May.....						
June.....						
Total.....		32		5	2.5	

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

White:		
Washington Normal School No. 1.....	1	
Other normal schools.....	1	
Colleges.....	0	
Kindergartens.....	0	
Nongraduates of above courses.....	1	
Total.....	3	

TENTH DIVISION.

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Briggs, Twenty-second and E streets nw.....	1	1			1	1	2	3	1	10	8	2 11
Chain Bridge Road, Chain Bridge.....				1 7						1	1	1
Magruder, M between Sixteenth and Seventeenth streets nw.....		1	1	1	1	1	2	2	1	10	8	2 11
Miner, Seventeenth and Church streets nw.....						2	2	2	1	6 7	10	3 5
Montgomery, Twenty-seventh between I and K streets nw.....	1	1	1	1	1	1	2	2		10	8	10
Phillips, N between Twenty-seventh and Twenty-eighth streets nw.....			1	1	1	2	2	2	1	10	8	2 11
Reno.....	6-8			4-5		2-3		1		4	4	1
Stevens, Twenty-first between K and L streets nw.....	1	1	2	3	2	4	2	4	1	20	20	2 21
Sumner, Seventeenth and M streets nw.....	1	2	2	2	3					10	10	10
Wormley, Prospect between Thirty-third and Thirty-fourth streets nw.....		1	1	1	2	1	2	2		10	8	10
Total number of schools:												
1907.....	5	7	8	11	11	13	14	18	5	92	85	91
1906.....	5	6	8	11	11	13	14	18	5	91	85	95

a Including assistant kindergarten teacher.  
b Practice schools under supervision of 4 normal teachers.  
c Two rooms used by normal school and 2 rooms by kindergarten.  
d Including 3 normal practice teachers and 1 kindergarten practice teacher of the normal school.  
e One room used for manual training and 1 for cooking.  
f One school in assembly hall.  
g One room used for teachers' library.



TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Briggs	Furnace	Excellent	Good <sup>a</sup>	Excellent	Excellent	Small	Owned.
Chain Bridge Road.	Stoves	do	Poor	Poor	None	Good	
Magruder	Furnace	do	Good	Fair <sup>b</sup>	Excellent	Ample	Do.
Miner <sup>c</sup>	do	Good	Fair	Excellent	Good	Small	Do.
Montgomery	do	Excellent	Excellent	do	Excellent	Ample	Rented.
Phillips	do	do	do <sup>d</sup>	Poor	do	do	Owned.
Reno	do	do	do	Excellent	do	Excellent	Do.
Stevens	Steam	do	do	do	do	Extremely small.	Do.
Sumner	do	do	Good	do	Poor	Ample	Do.
Wormley	Furnace	do	Excellent	do	Excellent	Limited	
1606 M street nw. <sup>e</sup>	Steam	Fair	Fair	Good	None	None	Do.
1120 Twentieth st. <sup>f</sup>	Stove	Good	Poor	Poor	do	do	Rented.
St. Luke's Chapel, Fifteenth and Church streets nw. <sup>g</sup>	Stoves	Fair	Fair	Good	do	do	Do.

<sup>a</sup> A fan is needed.<sup>b</sup> Indicates dry closets.<sup>c</sup> Used by normal school and its practice schools.<sup>d</sup> Except in northeast and northwest rooms, first floor.<sup>e</sup> Used by cutting and fitting classes.<sup>f</sup> Used as a cooking school.<sup>g</sup> Used by an atypical school.TABLE III.—*Showing half-day schools*

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Briggs	4	6	1, 1, 2, 2	
Magruder	4	6	1, 1, 2, 2	
Montgomery	4	2	1, 1, 2, 2	
Phillips	4	4	1, 1, 2, 2	
Stevens	6	4	1, 1, 1, 2, 2, 2	
Wormley	4	4	1, 1, 2, 2	
Total	26	26		

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth	5	5	167	178	149	157	143	152	33.4	29.8
Seventh	7	6	269	254	248	223	242	215	38.4	35.4
Sixth	8	8	328	366	290	323	276	309	41.0	36.2
Fifth	11	11	409	409	366	350	348	303	37.1	33.2
Fourth	11	11	494	472	448	413	426	392	44.9	40.7
Third	13	13	489	544	428	479	408	454	37.6	32.9
Second	14	14	609	614	578	512	550	481	43.5	41.2
First	18	18	891	923	702	703	655	652	49.5	38.9
Total	87	86	3,656	3,760	3,209	3,160	3,048	2,958	42.0	36.8
Kindergarten	5	5	263	210	187	156	170	141	52.6	37.4
Grand total	92	91	3,919	3,970	3,396	3,316	3,218	3,099	42.5	36.6

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tard- iness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	98.3	44	29	0	5.0	19.5
October.....	96.2	200	262	1	24.0	22.0
November.....	96.3	279	244	1	14.0	13.0
December.....	94.3	209	138	1	10.5	8.0
January.....	93.4	298	261	2	48.0	27.5
February.....	93.4	193	206	1	28.0	21.5
March.....	94.0	198	223	1	36.0	25.0
April.....	92.8	170	178	0	48.0	23.0
May.....	94.4	224	206	0	45.5	11.0
June.....	95.8	45	75	1	28.0	21.0
Total.....		1,860	1,822	8	287.0	191.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	a 70
Other normal schools.....	3
Colleges.....	0
Kindergartens.....	b 10
Nongraduates of above courses.....	13
Total.....	96
Counted more than once.....	2
Total.....	94
a Includes 3 teachers of the normal school.      b Includes 1 teacher of the normal school.	

## ELEVENTH DIVISION.

TABLE I.—Showing buildings and distribution of schools, by buildings.

Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Banneker, Third street, between K and L streets nw.....	1	1	1	1	1	1	1	2		9	8	9
Benning Road, near Benning.....	6-8			3-5						9	2	2
Benning Road annex.....							1	1		2	a 2	2
Burrville, Burrville, D. C.....		5-7					1-2			3	2	2
Burrville annex, 4724 Sheriff Road.....					3-4		1-2	1		3	1	2
Burrville annex, Contee A. M. E. Zion Church.....										1	1	1
Cook, O street, between Fourth and Fifth streets nw.....	1		1	1	1	1	2	2		9	b 11	9
Douglass, First and Pierce streets nw.....			1	1	1	2	2	2	1	10	8	c 11
Ivy City, Ivy City, D. C.....		4-7			3-4		1			3	2	3
Ivy City annex, 102 Fenwick street ne.....								1		1	1	1
Jones, First and L streets nw.....	1	1	1	1	2	1		2		9	8	9
Logan, Third and G streets ne.....	1	1	1	1	1	1	2	2		10	8	10
Lovejoy, Twelfth and D streets ne.....	7-8		1	1	1	2	2	2		10	a 8	10
Lovejoy annex, Israel Baptist Church.....								1		1	1	1
Lovejoy annex, 1129 G street ne.....								1		1	3	c 2
Payne, Fifteenth and C streets se.....				1	2	1	2	2	1	9	8	c 10
Simmons, Abby S., Pierce street, between First street and New Jersey avenue nw.....				1	1	2	3	4		11	8	11
Total number of schools:												
1907.....	6	5	6	9	12	11	18	22	3	92	82	95
1906.....	5	4	6	8	10	13	14	20	3	83	75	87

a One room used by cooking school.

b One room used by supervising principal, 1 by cooking school, 1 by manual training school, and 1 for engine room.

c Including assistant kindergarten teacher.



TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Anacostia Road	Stoves	Good	Fair	Poor	None	Ample	Owned. Do. Do. Do.
Banneker	Furnace	Excellent	Excellent	Excellent	Damp	Poor	
Benning Road	Stoves	Good	Fair	Poor	None	Fair	
Benning Road annex.	do	do	Poor	do	do	do	
Burrville	do	Fair	Fair	do	do	do	Do. Do.
Cook	Stoves and furnace.	Excellent	Good	Good	do	None	
Douglass	Furnace	do	Excellent	Fair <sup>a</sup>	Excellent	Poor	Do. Do. Do. Do.
Ivy City	Stoves	Good	Poor	Poor	None	do	
Jones	Furnace	Excellent	Good	Excellent	Excellent	do	
Logan	do	do	Excellent	Fair <sup>a</sup>	Good	do	
Lovejoy	do	do	do	Good	Excellent	Small	Do. Do. Do. Do.
Payne	do	do	do	do	do	Fair	
Simmons, Abby S.	do	do	do	Excellent	Good	do	
1303 H street ne. <sup>b</sup>	Stoves	Fair	Fair	Good	None	None	
4724 Sheriff Road c.	do	do	do	Fair	do	do	Rented. Do. Do. Do.
Contee A. M. E. Zion Church. <sup>d</sup>	do	Good	Poor	Poor	do	do	
102 Fenwick street ne. <sup>d</sup>	Stove	Fair	do	Insufficient.	do	do	
1129 G street ne. <sup>e</sup>	Latrobe and range.	Good	Good	Good	do	Large	
Israel Baptist Church, Eleventh street between F and G streets ne. <sup>d</sup>	Furnace	do	do	Poor	do	None	Do.

<sup>a</sup> Indicates dry closets.  
<sup>b</sup> Used as a cooking school.  
<sup>c</sup> Used by grade schools.

<sup>d</sup> Used by grade school.  
<sup>e</sup> Used by a kindergarten.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Banneker	2	2	1,1	
Benning road and annexes	2		1,2	
Burrville and annexes	2	2	1,1-2	
Cook	4	4	1,1,2,2	
Douglass	4	2	1,1,2,2	
Ivy City and annexes	2	2	1,2	
Jones	2	2	1,1	
Logan	4	2	1,1,2,2	
Lovejoy and annexes	4	8	1,1,2,2	
Payne	2		1,1	
Simmons	6	2	1,1,1,1,2,2	
Total	34	26		

TABLE IV. Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	5	179	190	148	162	139	154	29.8	24.6
Seventh.....	5	4	173	126	153	111	148	104	34.6	30.6
Sixth.....	6	6	257	233	221	232	213	193	42.8	36.8
Fifth.....	9	8	372	353	334	297	315	283	41.3	37.1
Fourth.....	12	10	486	445	433	385	407	360	40.5	36.0
Third.....	11	13	567	555	497	485	466	453	51.5	45.1
Second.....	18	14	660	607	583	511	551	480	36.6	32.3
First.....	22	20	1,137	1,073	906	781	843	712	51.6	41.1
Total.....	89	80	3,831	3,582	3,275	2,964	3,082	2,739	43.0	36.7
Kindergarten.....	3	3	161	150	112	106	102	97	53.6	37.3
Grand total.....	92	83	3,992	3,732	3,387	3,070	3,184	2,836	43.3	39.9

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attendance, 1906-7.	Cases of tardiness		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	97.6	63	59	0	0.5	11.5
October.....	95.2	358	268	7	32.5	42.5
November.....	95.2	255	263	10	19.5	37.5
December.....	92.9	293	203	1	12.5	16.5
January.....	92.3	390	318	11	30.0	41.0
February.....	92.1	273	277	3	47.5	23.0
March.....	93.0	243	249	6	21.5	23.0
April.....	91.3	271	162	2	32.5	18.5
May.....	93.2	293	218	3	29.5	20.0
June.....	94.8	131	80	0	9.0	4.0
Total.....		2,570	2,097	43	235.0	237.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates

White:	
Washington Normal School No. 2.....	80
Other normal schools.....	3
Colleges.....	0
Kindergartens.....	6
Nongraduates of above courses.....	6
Total.....	95



## BOARD OF EDUCATION DISTRICT OF COLUMBIA.

## TWELFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Bruce, Marshall street, between Brightwood and Sherman avenues nw.	6-8			1	3-4	1-7	1	1	1	6	<sup>a</sup> 8	<sup>b</sup> 7
Bunker Hill Road, Bunker Hill road.								1-4		1	1	2
Fort Slocum, Blair road.	1	1	1	2	3	1	2	2		13	<sup>c</sup> 12	2
Garnet, U and Tenth streets nw.						1				1	1	13
Garnet annex, Lincoln Memorial Temple												1
Garrison, Twelfth street, between R and S streets nw.	1	1	1	1	1	1	2	2		10	8	10
Langston, P street, between North Capitol and First streets nw.		1	1	1	1	1	1	1	1	8	<sup>d</sup> 8	<sup>b</sup> 9
Military Road, Military road, near Brightwood, D. C.	5-8				3-4					2	2	2
Military Road annex.	1	1	1	1	1	2	2	1-2		1	1	1
Mott, Sixth and Trumbull streets nw.							2	3		13	<sup>e</sup> 10	13
Mott annex, Lincoln Memorial Chapel				4-6	1	3			1	1	1	2
Orphans' Home, Eighth street extended.		1	1	1	1	2	1	3		10	8	10
Patterson, Vermont avenue, near U street nw.												2
Patterson annex, Seventh Day Adventists' Church.									1	1	1	2
Slater, P street, between North Capitol and First streets nw.		1	1	1	1	1	2	3		10	8	10
Wilson, Seventeenth street, between Euclid street and Kalorama road nw.	7-8		1	1	1	1	2	2	1	10	8	11
Total number of schools:												
1907.	6	6	7	10	11	12	13	20	5	90	80	97
1906.	6	6	7	10	11	11	14	17	5	87	76	93

<sup>a</sup> One room used for cutting and fitting and one room used for cooking.<sup>b</sup> Including assistant kindergarten teacher.<sup>c</sup> One room used for cooking.<sup>d</sup> One room used for cutting and fitting.<sup>e</sup> One room used for manual training.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Bruce.	Furnace.	Excellent.	Excellent.	Good.	Excellent.	Good.	Owned.
Bunker Hill Road.	Stoves.	Good.	Poor.	Poor.	None.	do.	Do.
Fort Slocum.	do.	do.	do.	do.	do.	do.	Do.
Garnet.	Steam.	Excellent.	Good.	Excellent.	Fair.	Poor.	Do.
Garrison.	Furnace.	do.	do.	Good <sup>a</sup> .	Excellent.	Ample.	Do.
Langston.	do.	Good.	Excellent.	Excellent.	do.	Poor.	Owned.
Military Road.	Stoves.	Fair.	Poor.	Poor.	None.	Excellent.	Do.
Military Road annex.	do.	do.	Fair.	do.	do.	Ample.	Do.
Mott.	do.	Fair <sup>b</sup> .	Poor.	Excellent.	do.	Fair.	Do.
Orphans' Home.	Furnace.	Excellent.	Fair.	Good.	Excellent.	Good.	( <sup>c</sup> )
Patterson.	do.	Good.	do.	Fair <sup>a</sup> .	Fair.	Poor.	Owned.
Slater.	do.	Excellent.	do.	do.	Good.	do.	Do.
Wilson.	do.	do.	do.	Good <sup>a</sup> .	Excellent.	do.	Do.
Lincoln Memorial Temple, Eleventh and R streets nw. <sup>d</sup> .	Stoves.	Good.	Good.	Fair.	None.	None.	Rented.
Seventh Day Adventists' Church, Tenth and V streets nw. <sup>e</sup> .	Furnace.	do.	do.	Good.	do.	do.	Do.
Lincoln Memorial Chapel, Sixth and Trumbull streets nw. <sup>e</sup> .	Stoves.	do.	do.	None.	do.	do.	Do.

<sup>a</sup> Indicates dry closets.<sup>b</sup> Except 2 rooms in which the light is poor.<sup>c</sup> Neither owned nor rented.<sup>d</sup> Used by graded schools.<sup>e</sup> Used by kindergarten.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Garnet.....	4	6	1,1,2,2	
Garrison.....	4	4	1,1,2,2	
Langston.....	2	2	1,2	
Military Road.....		2		
Mott.....	8	6	{ 1,1,1,1-2,	2
Patterson.....	4	6	2,2,3,3 }	
Slater.....	4	4	1,1,1,2	
Wilson.....	4	2	1,1,1,2	
Total.....	30	32		2

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	6	166	158	156	138	151	132	33.2	31.2
Seventh.....	7	6	301	291	277	262	268	254	43.0	39.5
Sixth.....	7	7	303	315	272	276	259	264	43.2	38.8
Fifth.....	10	10	388	384	344	321	334	308	38.8	34.4
Fourth.....	11	11	453	444	389	368	373	360	41.1	35.3
Third.....	12	11	511	506	457	431	431	400	42.5	38.0
Second.....	13	14	585	577	542	487	509	457	45.0	41.6
First.....	20	17	999	897	791	673	746	626	49.9	39.1
Total.....	85	82	3,706	3,575	3,228	2,956	3,071	2,801	43.6	37.9
Kindergarten.....	5	5	277	240	186	152	171	139	55.4	37.2
Grand total.....	90	87	3,983	3,815	3,414	3,108	3,242	2,940	44.2	37.9

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attendance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers. 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	98.3	42	44	0	2.0	1.5
October.....	96.5	244	217	3	16.0	29.5
November.....	96.5	286	294	4	23.5	54.5
December.....	94.6	271	211	5	4.5	22.0
January.....	93.6	445	276	5	56.5	32.0
February.....	93.2	299	267	2	31.5	27.5
March.....	94.5	274	216	1	12.0	59.5
April.....	93.7	264	221	6	45.0	61.5
May.....	94.7	225	278	0	26.5	98.0
June.....	95.8	113	105	2	13.0	33.0
Total.....		2,463	2,129	28	230.5	419.0



TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	75
Other normal schools.....	6
Colleges.....	2
Kindergartens.....	10
Nongraduates of above courses.....	5
Total.....	98
Counted more than once.....	1
Total.....	97

## THIRTEENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Ambush, L between Sixth and Seventh streets sw.	1	1	1	1	2	1	2	2		9	8	9
Bell, First between B and C streets sw.	1	1	1	1	2	1	2	2		10	8	10
Birney, Nichols avenue, Anacostia, D. C.			1	1	1	1	3	2	1	9	8	10
Birney annex, rear of Birney.			1	1	3	1	3	2		4	4	4
Bowen, Anthony, Ninth and E streets sw.		1		1	1	1	3	4	1	10	8	11
Cardozo, I street between Half and First streets sw.	7-8			1	1	1	1	2		11	8	12
Garfield, Garfield, D. C.										7	6	7
Garfield annex, Emanuel Chapel, Ainger avenue, Garfield, D. C.			1							1	1	1
Garfield annex, Garfield Hall, Hamilton road, Garfield, D. C.		1	1	1	1	1	2	2	1	1	3	2
Giddings, G between Third and Fourth streets se.	1	1	1	1	2	2	1	2	1	10	8	11
Lincoln, Second and C streets se.	1		1	2	2	1	2	2		11	12	11
Randall, First and I streets sw.			1	1	1	2	1	2	1	11	12	11
Syphax, Half street between N and O streets sw.										9	8	10
Total number of schools:												
1907.....	5	6	9	12	14	13	17	22	5	103	94	109
1906.....	5	6	9	11	14	13	18	21	4	101	82	108

a Includes assistant kindergarten teacher.

b Includes garden teacher.

c One room used by cooking school and 1 room by cutting and fitting class.

d One room used by manual training school, 1 room by cooking school, and 1 room by cutting and fitting class.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Ambush.....	Furnace	Excellent	Good	Excellent	Excellent	Small	Owned.
Bell.....	do	do	do	Very bad	Fair	do	Do.
Birney.....	do	do	do	Excellent	Excellent	Ample	Do.
Birney annex.....	Stoves	Good	Poor	None	None	do	Do.
Bowen, Anthony.....	Furnace	Excellent	Good	Excellent	Excellent	Small	Do.
Cardozo.....	do	do	Excellent	do	do	do	Do.
Garfield.....	Stoves	Good	Poor	Very bad	None	Ample	Do.
Garfield Hall a.....	do	do	Good	Poor	do	do	Rented.
Giddings.....	Furnace	Excellent	do	Excellent	Excellent	Excellent	Owned.
Hillsdale b.....	Stoves	Fair	Fair	Poor	None	Small	Do.
Lincoln.....	Steam	do	do	Good	Fair	do	Do.
Randall.....	Furnace	Excellent	do	Excellent	None	do	Do.
Syphax.....	Steam c	do	Good	do	Excellent	Excellent	Do.
Emanuel Chapel, Garfield, D. C. d	Stove	Good	do	Fair	None	None	Rented.
Samaritan Temple, 229 I street sw. e	Stoves	Fair	Poor	Poor	do	do	Do.

a Used for cooking and cutting and fitting classes.

b Used for manual training, cooking, and cutting and fitting classes.

c Very unsatisfactory.

d Used by graded school.

e Used by kindergarten and incorrigible class.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
Ambush.....	2	8	1,1	
Bell.....	4	4	1,1,2,2	
Birney and annex.....	2	2	1,1	
Bowen, Anthony.....	4	4	1,1,2,2	
Cardozo.....	6		1,1,2,2	
Garfield.....	2	2	1,1	
Giddings.....	4	4	1,1,2,2	
Lincoln.....	2	6	1,1	
Randall.....	4	8	1,1,2,2	
Syphax.....	2	8	1,1	
Total.....	32	46		

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	170	167	148	142	142	136	34.0	29.6
Seventh.....	6	6	220	222	192	197	186	188	36.6	32.0
Sixth.....	9	9	340	303	302	263	291	254	37.7	33.5
Fifth.....	12	11	448	463	395	412	378	391	37.3	32.9
Fourth.....	14	14	544	521	492	496	468	440	38.8	35.1
Third.....	13	13	611	594	526	516	499	483	47.0	40.4
Second.....	17	18	645	694	570	602	534	565	37.9	33.5
First.....	22	21	1,095	1,000	855	742	785	681	49.6	38.8
Total.....	98	97	4,071	3,964	3,480	3,340	3,283	3,138	41.5	35.5
Kindergarten.....	5	4	241	204	165	139	151	129	48.2	33.0
Grand total.....	103	101	4,312	4,168	3,645	3,479	3,434	3,267	41.8	35.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tard- iness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....	97.5	42	39	1	11.0	11.5
October.....	96.0	289	254	5	21.0	60.0
November.....	95.2	278	240	8	22.5	49.0
December.....	92.9	317	224	7	12.0	19.5
January.....	92.8	331	281	3	21.5	42.0
February.....	93.0	257	239	23	24.5	64.5
March.....	93.3	215	206	7	55.5	73.5
April.....	92.4	234	155	6	52.5	37.0
May.....	93.8	276	196	8	19.0	37.5
June.....	95.3	99	75	0	21.0	23.0
Total.....		2,338	1,909	68	260.5	417.5



TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	86
Other normal schools.....	0
Colleges.....	2
Kindergartens.....	10
Nongraduates.....	8
Total.....	112
Counted more than once.....	3
Total.....	<sup>a</sup> 109

<sup>a</sup> Includes garden teacher.

UNGRADED SCHOOLS—10-13 DIVISIONS.

TABLE I.—Showing location of buildings and distribution of atypical and incorrigible schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Atypical classes:												
St. Luke's Chapel, Fifteenth and Church streets nw.....					1-4					1	1	1
Garnet, Tenth and U streets nw.....					1-4					1	(a)	1
Cardozo, I street between Half and First streets sw.....					1-4					1	(a)	1
Incorrigible classes:												
Stevens, Twenty-first street between K and L streets nw.....				1-5						1	(a)	1
Simmons, Pierce street between First street and New Jersey avenue nw.....				1-5						1	(a)	1
Samaritan Temple, 229 I street sw.....				1-5						1	(a)	1
Total number of schools:												
1907.....				3	3					6	2	6
1906.....												

<sup>a</sup> Room counted in with building elsewhere.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
St. Luke's Chapel.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Garnet.....	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Cardozo.....	(c)	(c)	(c)	(c)	(c)	(c)	(c)
Stevens.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Simmons.....	(d)	(d)	(d)	(d)	(d)	(d)	(d)
Samaritan Temple.....	(c)	(c)	(c)	(c)	(c)	(c)	(c)

<sup>a</sup> See Table II, Tenth Division.  
<sup>b</sup> See Table II, Twelfth Division.

<sup>c</sup> See Table II, Thirteenth Division.  
<sup>d</sup> See Table II, Eleventh Division.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1907.	Number above second grade, 1907.
	1907.	1906.		
None.....				

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

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TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1907.	
	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	Based on whole enrollment.	Based on average enrollment.
Eighth.....			1							
Seventh.....			1		1					
Sixth.....			4		4		1			
Fifth.....	3		4		3		4			
Fourth.....	3		11		9		3			
Third.....			21		15		8			
Second.....			19		13		13			
First.....			18		14		12			
							13			
Total.....	6		79		59		54			
Kindergarten.....									13.1	9.8
Total.....	6		79		59		54		13.1	9.8

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1906-7.	Cases of tardiness.		Tardi- ness of teachers, 1906-7.	Substitute service.	
		1906-7.	1905-6.		1906-7.	1905-6.
September.....						
October.....	90.9	0				
November.....	91.9	1		1	0	
December.....	90.1	5		0	0	
January.....	92.8	4		0	0	
February.....	89.3	3		1	0	
March.....	88.3	2		0	0	
April.....	87.5	5		0	2	
May.....	94.3	1		0	1	
June.....				0	0	
Total.....		21		2	3	

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	5
Other normal schools.....	0
Colleges.....	1
Kindergartens.....	0
Nongraduates of above courses.....	0
Total.....	6



## REPORT OF THE DIRECTOR OF INTERMEDIATE INSTRUCTION.

SIR: I have the honor to report briefly on the conditions and needs of the intermediate grades.

Your plan for the semiannual promotion of pupils was promptly organized by the supervising principals, February 1, and has since been in full operation. The teachers generally approve it, although in many cases it has entailed upon them the care of double classes. They were quick to appreciate its advantages to the pupil in the accelerated movement from grade to grade.

Wherever practicable, buildings have been grouped and separate A and B classes formed. This, however, is the exception rather than the rule, owing to the many isolated 8-room buildings, so that the majority of the grade teachers must for the present continue to carry two half-year grades. Fortunately our teachers have been long accustomed to instructing in two sections and this experience has enabled them to adjust themselves easily to the new conditions. I am confident that with a course of study arranged to fit the new grading, the mechanical difficulties encountered in the want of adaptation of our small schools to the semiannual promotion scheme will not be a matter of sufficient consequence to retard the efficient working of the new system. Our teachers, too, are resourceful, and best of all, of a prompt and willing spirit in carrying out suggestions.

My duties, as you are aware, have during the year just closing been of so miscellaneous a character as to give me little time for the important work of supervision of studies. I have been actively engaged with the various committees in the revision of our courses of study, but have been able, however, to visit all the elementary schools with few exceptions and to acquaint myself with the work of the schoolroom.

As a result of my observations, I am convinced that there is an increasing demand for closer supervision and direction of the instruction.

The purely administrative duties of the supervising principals, involving many hours of mere clerical work, are robbing these officers of their opportunity for daily supervision of the teaching. The principals of larger buildings, too, have lost their assistants, and now

necessarily spend much time in clerical and other routine work formerly done by their helpers. All this makes against the unification of studies and the strengthening of weak places in the teaching body. The obvious remedy is to find some way of providing for the clerical work, so that these officers may give the teachers the full benefit of their professional assistance.

I am also convinced that there is too much written work done. Written exercises of various sorts have usurped the study hour, and to a degree, especially in language work, driven out oral composition, which is altogether more economical of time and can be made more thought provoking than the tedious process of always writing.

Our pupils have for the last fifteen years been accustomed to spend the greater part of the time, when not engaged in active recitation, in some form of written work. This has consisted sometimes of the writing of a language exercise that has previously been developed orally; at other times of writing out outlines designed to aid in the preparation of a coming lesson or of completing a piece of composition carried over from a former period. In the lower grades it has consisted of some of the varied forms of written seat work.

I have no doubt that much writing has given our pupils considerable freedom of expression and a good deal of original power. The written composition is fairly good in form and structure, but I am of the opinion that this result, if attained, could have been reached with a smaller expenditure of time in the process. The particular loss experienced is in the fact that the time between active recitations, a very large part of which should have been given to study without the aid of the pen, has been in a measure misused. I think we can safely cut down the amount of time heretofore given to written expression at least one-half with good results.

I favor more oral language work and less written work of all kinds, having due regard, of course, to the value of writing as a means of mastering the conventionalities of form, and securing the ability to make an accurate record and to express thoughts in an orderly way.

Written language, though no truer index of thought, is much more complex and difficult to acquire than oral expression, as it involves penmanship, spelling, and such other conventionalities of form as punctuation, use of capitals, and the ordinary inflections with which the pupil must become familiar. At best it is a time-consuming process, but a very necessary one. But even these exacting demands do not warrant the neglect of the work in oral language teaching, for such work when rightly done is directly contributory to the acquirement of freedom and logical order in written composition.



I think also that the volume of supplementary reading should be increased many fold. The only grade fairly well supplied with general reading matter is the eighth, in which are 96 sets of books boxed for transfer from school to school, covering 11 standard titles.

I have recommended that the plan of traveling libraries in sets of 45 be extended to all the grades down to and including the fifth, so that there shall be in constant circulation at least 6 different titles in each grade for every division. Such an enlargement of our stock of good literature can be effected at small cost and will enormously improve our facilities.

Books used in this way remain from two to four weeks in a given class, each pupil being furnished with a copy which he may take home. The twofold purpose of this plan is primarily to afford a pupil the desired acquaintance with the best books, and secondly to train him in the habit of mastering a complete unit of literature. It has been observed that since our eighth-grade pupils have had the advantage of traveling libraries they have shown marked strength in attempting the work in English in the high school, where demands are made upon them for the quick reading of entire books for purposes of criticism and analysis. It is not intended or thought best that books so read in the graded schools should be made a vehicle for instruction in technical grammar or general language work; on the contrary, the teachers are directed to avoid interrupting the current of the narrative or breaking the interest of the pupil by incessant verbal criticism.

There should also be provided more sets or half sets of supplementary readers in geography and history.

The needs of the schools for a fivefold, or tenfold if you please, increase in the volume of general literature is, in my opinion, paramount to everything else, and if a choice has to be made at this time I should hasten to supply this want at the expense of all proposed text-book changes.

In brief, my recommendations are:

1. Supervising principals should be afforded better opportunities for supervision of class instruction.
2. There should be less written work of all kinds and a corresponding increase in oral teaching, especially in language.
3. It is desirable to have more purely eleutionary reading in the higher grades, but this, of course, not at the expense of reading for content. More attention to the memorizing and reciting of selections in prose and poetry from the best literature will greatly improve oral reading.
4. There should be a tenfold increase in the volume of supplementary literature in all grades and in all subjects of study.

A reduction in the amount of money expended for writing materials will open the way for the buying of more books of this character. I think the expense of paper can safely be reduced 20 per cent. This would make about \$5,000 available for books which has heretofore been spent for materials for written work.

By your direction in October last, I assumed the chairmanship of a committee to make arrangements for the reception of the British teachers, then about to visit this country under the auspices of Mr. Alfred Mosely, of England, and organized by appointing a subcommittee of representative local teachers for each week up to the end of March. These committees became responsible for the proper reception and entertainment of our visitors, and discharged their duties with commendable zeal and success. One hundred and forty-eight British teachers came to Washington, in groups of from 2 to 5, remaining from two days to four weeks, and making in many cases a careful study of some department of our school system. We were in constant touch with the general committee in New York, and everyone of whose coming we were notified was met at the depot by a subcommittee supplied with an illustrated guide to the city, escorted to a suitable hotel or boarding place, and afterwards directed to such schools or public institutions as would best facilitate the investigations of each individual.

Since their departure we have had many expressions of thanks from our visitors from across the water, and a personal acknowledgment of courtesies shown our visitors from the projector of the tour, Mr. Alfred Mosely.

Also, by your direction and with your help, I organized a course of professional lectures for teachers, which gave them an opportunity to hear some of the leading educators of the country at a small cost. The spirit of cooperation shown by the teachers of all grades was most gratifying. Seven hundred and twenty-two teachers responded to the invitation and subscribed the funds necessary to insure the success of the course. Our receipts were \$722, our expenses, \$533.50, and there is now in the hands of the treasurer a balance of \$188.50 available for use in future courses of a similar character.

Following are the names of the lecturers and their subjects:

Thursday, January 17, Dr. A. E. Winship, editor New York Journal of Education.  
Subject: "The Accompanist."

Friday, January 25, Dr. W. J. Shearer, superintendent of schools, Elizabeth, N. J.  
Subject: "Why so many Backward Children?"

Wednesday, January 30, Prof. J. M. Tyler, Amherst College. Subject: "Growth  
A General Talk on Recognizing Periods of Growth in Education."

Monday, February 4, Dr. Elmer E. Brown, commissioner of education. Subject:  
"The Educational Progress of the United States During the Past Fifty Years."

Tuesday, February 12, Dr. T. M. Balliet, New York University. Subject: "Apperception in Education and in Life."

Thursday, March 1, Mrs. Dr. Emily Noble. Subject: "The Key to Physical Regeneration."

Friday, March 8, Dr. Wm. L. Felter, principal Girls' High School, Brooklyn, N. Y. Subject: "Compensations."

Friday, March 15, Dr. Robert S. Woodward, president Carnegie Institution. Subject: "The Rôle of Science in Elementary Education."

Friday, March 22, Dr. C. F. Carroll, superintendent public schools, Rochester, N. Y. Subject: "A City System as an Organism."

Wednesday, March 27, Dr. Wm. McAndrew, principal Washington Irving High School, New York City. Subject: "Criticism and Compliment."

Wednesday, April 10, Dr. G. Stanley Hall, president Clark University. Subject: "Some Dangerous Tendencies and Weak Points in our Educational System."

Wednesday, April 17, Prof. E. R. Johnstone, president School for Feeble Minded Girls and Boys, Vineland, N. J. Subject: "The Training of Defectives and their Teachers."

I recommend for the next year either one course of 10 lectures, in sequence, or two courses of five, in place of a course of unrelated lectures such as that given during the past year.

I wish to thank you for your courtesies extended to me during the past year.

Very respectfully

A. T. STUART,  
*Director of Intermediate Instruction.*

Dr. Wm. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## REPORT OF THE DIRECTOR OF PRIMARY INSTRUCTION.

SIR: In submitting a report of the work in the primary schools it is necessary to consider them in two groups:

(a) First and second grades.

(b) Third and fourth grades.

Such classification is artificial and unpedagogic, but it is rendered necessary by the fact that the first and second grades are half-day schools and that the teachers appointed to them are the least experienced in the entire system and receive the lowest salaries. Teachers of the third and fourth grades receive higher salaries; therefore the skillful first or second grade teacher must often leave the work for which she is best fitted and seek promotion by going perforce to another grade, for which she may not be so well adapted. Thus constant changes are being made in the lowest grades, and in many cases the children pass under the hands of two or three teachers in one year. In the present school year 57 changes have been made in first and second grades, and in one division there was not a single school teacher of even one year's experience left in a first-grade at the beginning of April.

That such things ought not to be is demonstrated by school administration the country over. The first years at school are most important in the development and training of the child. The more immature the child the greater the need of expert training. It is here that experience should be at a premium; but instead, the newest recruit from the training school or the latest candidate from the board of examiners is placed in charge and paid the lowest salary.

Only Congress can remedy this condition on account of the salary schedule. My suggestion would be that the first and second grades be made two-session schools with hours from 9 o'clock until 12 and from 1 until 2, and that the teachers of these grades be placed upon at least the same salary scale as the teachers of the third and fourth grades. Although the school day is thus made one hour shorter the extra time really goes to the board work, the preparation of material, etc., necessary for children who do not use text-books and who are consequently dependent upon the teacher.

The placing of all primary teachers on the same salary basis will do away with the artificial promotion system now in practice and will enable teachers to remain in the grades for which they are best fitted. There are some instances now of teachers who, from preference, have taught first or second grades for several years (one for fifteen years) and who have received the highest ratings for their work, but their salaries remain at the lowest grade, and these teachers are placed on the same salary scale with the youngest graduate of the training school.

The half-yearly promotion scheme which was put into effect in February has worked decidedly to the interests of the children. The most marked effect is shown perhaps in the first grade, where the retarded children took a fresh start in the middle of the year and are now in good condition for September work; but the good effects are shown all along the line. It is a matter of concern that every 6-year-old child is promoted from the kindergarten to the first grade by the operation of law, whether he is qualified for such advance or not. The judgment of the kindergarten teacher should have as much play in this matter as that of any teacher who promotes from grade to grade.

The time schedule, put into effect for the first time this year, has its advantages and disadvantages. While uniform time limits for certain subjects have a good tendency in standardizing work, there are always times when the judgment of the teacher should be the guide to the amount of work or time given to a particular class or subject. Any mechanical device which hampers the careful teacher at such times is harmful.

It hardly seems necessary to go over the course of study in detail at this time, but one or two subjects need special attention. The lack of reading matter in all of the primary grades has been a subject of concern for several years. In many classes the children read all of their books from cover to cover by March or April and are thrown back upon the same old material for the remainder of the year. Relief came late in the spring of the present year to the third and fourth grades, when half sets of the Heath Readers were added to the books used in these grades.

When children have the power to read three, four, or even more books in a year it is dwarfing to give them but two. I earnestly plead for more supplementary reading books. In some instances half sets should be provided for each class, while in others the books should be purchased in smaller quantities and should be sent from school to school as traveling libraries.

The teachers have done everything in their power to overcome bad conditions. Some of them have purchased sets of books from their private purses for their pupils' use; others have taken 10 books,



allowed on a teacher's card, from the Washington Public Library to their schools and back, at intervals of two weeks throughout the year, while nearly all of them have encouraged the children to bring their gift books from the home to the school to make a temporary school library. But even these makeshifts do not furnish the children the reading material they really need, and I hope something may be done to improve these conditions next year.

While discussing the subject of reading, acknowledgment should be made to the Washington Public Library for its aid to the teachers and children of the city schools. The childrens' room is well provided with carefully chosen books covering a wide range of child interests, and the librarian in charge is always ready with counsel and advice in the choosing of books for home reading. Many of these books supplement the work done in the schools along the lines of history, geography, nature study, and literature.

The new course in geography, which went into effect in the middle of the year, is working fairly well in the third and fourth grades. More efficient work could be done if the teachers were provided with globes and stereographs and if they were free to take their pupils on a few field trips. Such trips are absolutely essential in any modern treatment of the subject. As it is now, the teachers can only make such trips on Saturdays or after school hours.

I suggest an enlargement of the work in manual training in the primary grades. It is now wholly related to the subject of drawing, except in the third and fourth grades, where the girls have sewing for one period a week. For the boys of these grades no provision is made, except a little raffia weaving in the third grade.

The course of study in arithmetic was simplified during the year in the interest of thoroughness. This, with other courses, is now undergoing revision for next year.

The school playgrounds, which are open for eleven weeks of the vacation, are maintained for the benefit of the children of primary school age. Nearly all of these playgrounds are under the direction of kindergarten or primary teachers who are especially fitted for this work. The \$1,500 appropriated by Congress for equipment and maintenance barely covers the pay roll. All other expenses are borne by a voluntary organization—the Public Playground Association—whose supervisor has charge of the work in the school playgrounds. Such grounds would otherwise be under no supervision, as there is no salary for a director. From my intimate experience in this work, I think an assistant in charge of school playgrounds should be provided for next year, and that the work now going on in only eleven school grounds be extended.

It is to be regretted that in the new salary schedule the assistants to the director of primary instruction were not placed on the same



basis with the teachers in the normal school. These assistants do normal extension work with 400 teachers, and one of them is receiving a smaller salary than that paid to several teachers under her charge. In the event of a readjustment of salaries, I recommend Miss Riddleberger and Miss McNally to you for special consideration.

During the school year ending June, 1907, the director of primary instruction and her two assistants have made 1,700 visits to the primary schools. To this number must be added 1,400 visits made by the model teachers to first and second grade schools, making a total of 3,100 visits covering schools in all sections of the District. In addition to this work, the director has held 32 grade meetings, practically one meeting a month for the teachers of each grade, giving instruction in the work of the various grades, methods, etc.

Special meetings have been called from time to time for extra training in drawing under Miss North and in music under Miss Bentley. In 10 schools some experimental work in undirected sewing has been carried on by Mrs. Cate, with such good results that further work along the same line is under consideration for next year. Every year the cooperation between the directors of special branches and the teachers of the primary schools becomes closer, and much of the so-called special work becomes the regular work of the class room, which is the ideal condition.

In closing my report I wish to state that the spirit of the primary teachers is especially worthy of commendation. Every effort toward the betterment of school conditions made by the supervisory corps is quickly seconded by the teachers. Their attendance at lectures and meetings called nearly always after the work of the school day is over, their willingness to visit other schools, to take advantage of special classes called for the demonstration of new work, their private expenditures for books, pictures, and other materials for school use, testify to their professional earnestness and interest in their work. In the lecture courses for next year I am sure that some special work along the lines of story telling, games, and elementary manual training would be appreciated by the primary teachers.

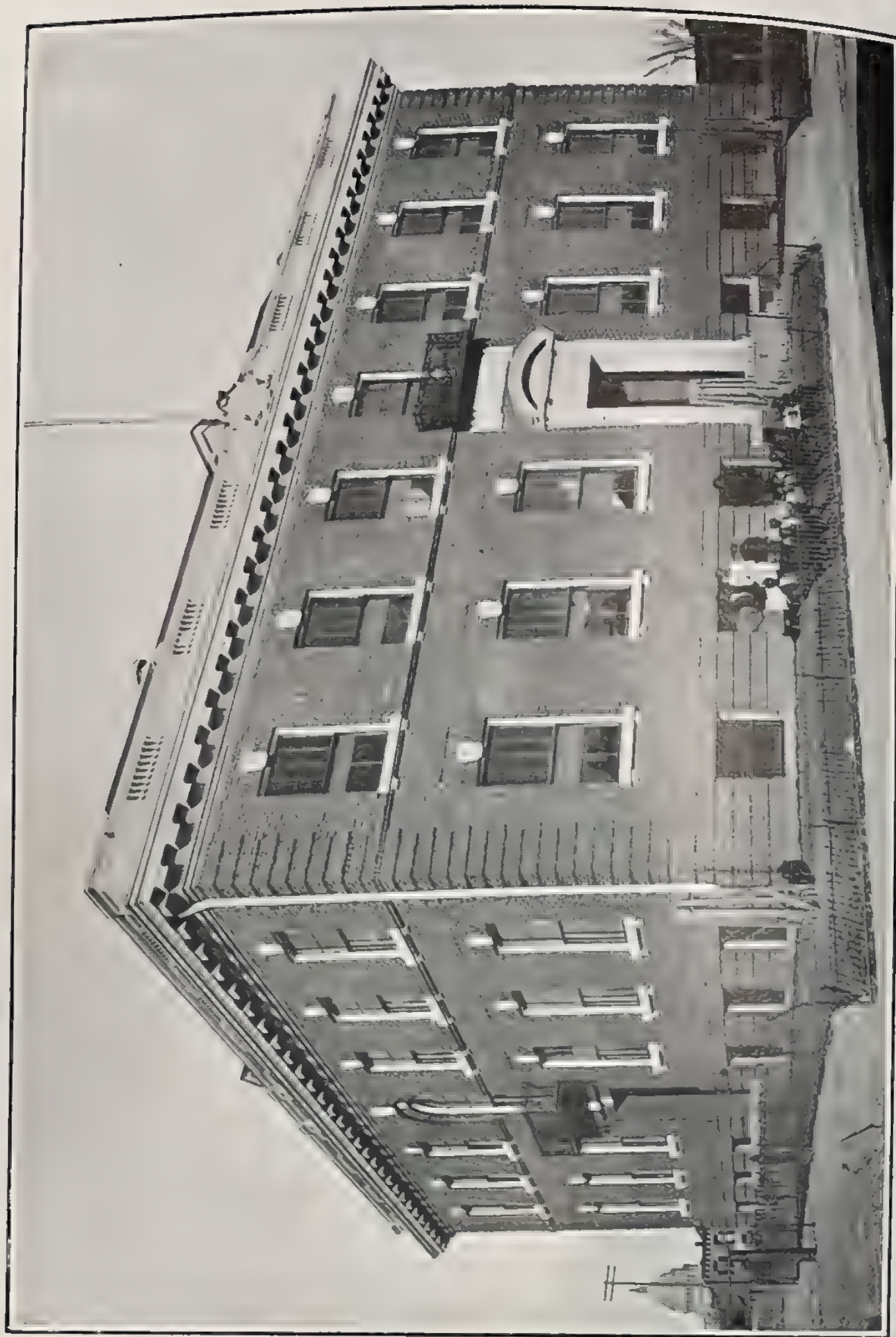
With sincere appreciation of the interest and support of the board of education, of yourself, the assistant superintendent, and the director of intermediate instruction, I am,

Very respectfully,

ELIZABETH V. BROWN,  
*Director of Primary Instruction.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*





F. L. CARDOZO SCHOOL

WASHINGTON, D. C.

MARSH & PETER, ARCHITECTS.



## REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

SIR: Herewith is forwarded the first annual report under your superintendency of the schools of the tenth to the thirteenth divisions, inclusive. A midyear report, submitted at your request, at that time set forth the work done up to that point, and indicated the movements for progress then taking place. These have gone onward with accelerated pace, showing energy and earnestness in every department.

### THE SUPERVISING FORCE.

The continuance in office of the supervising officers contributed greatly to the smooth running of the schools. Their intimate knowledge of the details of the school administration has been of special value. The advent of a new supervising principal in the tenth division was the only change at the beginning of the session. The liberal education and rich experience of the new appointee have been seen and acknowledged by all. The subsequent vacancy in the supervisorship of one division entailed heavy burdens upon the assistant superintendent, who was compelled to devote much attention to matters usually relegated to another. But the splendid spirit of cooperation shown by the principals and teachers of the schools in that division has enabled the regular work to proceed with no apparent loss.

The heads of the various special branches have without a hitch carried forward the work to successful issue. Attention is at this point directed to the fact that no one is in charge of the carpentry in the colored schools. The teacher who has in the past had control was asked to give some attention to the classes and to report monthly. This he has done and excellent results have been achieved.

### SCHOOL ACCOMMODATIONS.

One new eight-room building was occupied at the opening of the schools—the Francis L. Cardozo, in South Washington. This structure is in keeping with the more recent ones erected here, architecturally beautiful, and showing the most advanced ideas in heating and ventilation. This building relieved the congestion which had existed for a number of years in that section. Fourth and third grade classes,

forced to attend but half a day, were enabled to have a whole day's session. The wisdom of securing a large lot is seen in the spacious playgrounds attached and the land devoted to school gardening.

The use of the ground-floor room in the Randall School for classes ought to be done away with as soon as possible. Gradually these rooms—four in number—have been used for manual training classes. Cooking, carpentry, and sewing are now taught in three. The ceiling is low, the light poor, the ventilation primitive, and the heating by stoves. The present law relative to session rooms gives some difficulty, for whenever a room of whatever character is abandoned for full daily class sessions the principal loses the amount stipulated for a session room. The disposition will be to retain classes in the building even under insanitary conditions.

#### DECORATION OF ROOMS.

One of the most striking features of the class rooms in the schools is the decorations appealing to the æsthetic side of the child. In many buildings, in halls and rooms are seen works of art of no mean order. The best examples of sculpture, artistically arranged, constantly attract the pupils as they daily meet and mingle for work. Pictures, the work of the masters, procured at the expense of teachers and children, silently and potently touch the better angles of their natures, glorify life, and develop the emotional side. To the learners the school becomes a temple, "a thing of beauty and a joy forever," and with jubilant feet they seek its portals. Truant ranks are thinned, loafing places are forsaken. This beauty and sweetness have been added to school days, not ostentatiously, but quietly, thoughtfully, by the teachers who love and appreciate the beautiful. Visitors from afar have commented upon this spirit so conspicuous here.

#### AIDS TO TEACHING.

In every class room are found numerous books, pictures, and curios, gifts outright by children or loaned to the class for helping in the lessons. Each spends and is spent for all—thus exemplifying the spirit of pure democracy. Although much has been done to illustrate and render interesting the instruction, more should be attempted in the line of stereopticons, charts, microscopes, and materials to relieve the teaching of its abstract and bookish character.

#### THE TEACHING FORCE.

The growth of the body of instructors for the increasing numbers year by year in these schools has been normal and natural. Gradually, in consonance with the verdict of science and good sense, the number assigned to a class has fallen from 60 in the lower grades to



within 40. The call for individual rather than mass teaching and the multiplication of subjects in the course of study are logically followed by a reduction in the number of pupils to a teacher. In several instances in the county, in localities where the school contains but a single class room, the enforcement of the compulsory education law placed so large a class in charge of a single teacher as to greatly hinder proper teaching and discipline. The difficulty was met by your order to place two teachers in the same room at the same time. This plan, now quite generally recognized throughout the country in places alive to educational progress, gives to the children their American birth-right—an education. Here this was an innovation, but the results have more than justified its wisdom and pointed the way to progress.

#### SUBSTITUTES.

Fortunate in the number of normal graduates who remain unappointed, these schools have been able to secure the services of professionally trained teachers to serve as substitutes during the absence of teachers. Restriction in their training to the lower grades and limited practice teaching prior to graduation leave these substitutes somewhat ill prepared to assume charge of classes in all the different grades. It is therefore respectfully suggested that steps be taken to improve this part of the service. The growth of the corps of instructors and the numerous demands upon the energies of teachers result in many and frequent calls for substitutes. Under the strongest and best, schools suffer both in instruction and discipline. School life is far too short to lose one jot or tittle of it.

#### RECOMMENDATION.

1. The graduates of the normal school should be assigned to the largest buildings in the order of their rank as teachers without a regular class to act as "unassigned" teachers and as substitutes in that school at a small salary. Constant and careful surveillance of their work by the principal and other officials will enable them to give an opinion favorable or unfavorable as to the success of these substitutes. Permanent appointments to the schools should be made from these substitutes and unassigned teachers. The fact that success must be achieved and efficiency shown in doing actual work will put each on his mettle at once. Appointment will be earned and deserved. Failure to "make good" in this preparatory work may with justice cause rejection as a permanent part of the corps of teachers. This saves the children from poor instruction and the city from payment of an inefficient employee.

2. Another plan may be followed by having the graduates of the normal class examined by a board of examiners and an eligible list



made. The rank won in the normal school may be accorded credits enough to keep the work there at the highest standard, and the board of examiners may decide the rest of the requirements for passing. As the outcome of this examination an eligible list is prepared, the highest candidate being number one, and so on. Some such scheme will give the most desirable persons for the schools and banish the tremendous pressure for places. This, too, is desirable in view of the fact that all graduates of the high schools by virtue of the diploma have entrée into the normal school.

#### WASHINGTON NORMAL SCHOOL NUMBER TWO.

This school exists merely as a feeder of the teaching body for the schools here. Its sole function is to get ready persons to serve this community. How well it has done its work is recognized in the excellent body of men and women who daily break the bread of knowledge for the children who gather around the teachers' desks. The "close corporation" idea, which has controlled its management for years, while subject to the danger of "inbreeding," has not been without its advantages. The candidates are thoroughly conversant with the conditions that obtain here, and have entered the system imbued with a spirit of sympathy and sacrifice.

In the beginning of this school few were called and all were chosen to help forward the work of teaching. Then there was a scarcity of teachers; now there is a plethora. The large admissions into the high schools, with a correspondingly increased number of graduates, have reversed the conditions, so that to-day many are called but comparatively few are chosen to serve here. The roster of those from the high school who have pursued a college training has constantly lengthened, until to-day many such liberally educated young men and women are returning to seek service here. Hence the standard of the normal school should be raised by more carefully winnowing the material seeking teacherships. The career in the high school may well be noticed. The purpose chosen there will focus the forces to reach a standard which may serve as a passport to the normal school.

#### A NEW NORMAL SCHOOL BUILDING.

This city so rapidly passing from ugliness to beauty, this Government predicated as it is on the intelligence of its people, this civilization so complex, cry aloud for an edifice adequate to the needs of education. The present home of this school is a rented structure and is lacking in suitable facilities. In such a school should be developed ideals for the class room in lighting, heating, seating, and ventilating. Here should be found laboratories, library, greenhouse, indeed all the most advanced means for study, for science, for art. The school itself should be a laboratory where the child is the central object of study.

Within its walls the spirit of high scholarship, of research, of devotion to truth, of service, should be found.

The new building ought to be erected in a section where the population will furnish enough training classes. It will become a center of good influences, a rallying point for the forces that make for progress and culture.

The sifting process adverted to above will give the highest and best—physically, intellectually, and morally—and then, having gained professional knowledge, power, and skill, they may be fearlessly accepted by the schools and community.

#### EXTENSION OF TIME.

Greater and greater demands are being made upon the schools by this progressive civilization, and consequently better and fuller preparation is required in teachers. The work is precious, and so the instruments should be efficient. The importance of the work makes four years a short enough time to spend here. This professional training is designed to bring the would-be teachers into proper relation with knowledge gathered heretofore and to fit them to connect the child with the work of learning and life.

#### ENLARGEMENT OF THE COURSE OF STUDY.

The complexity of life's processes makes full equipment of the teacher, the foremost actor in the drama of education, a necessity. There must be in his grasp science, knowledge of the laws of the child, of teaching. Organized and classified knowledge constitutes the tool with which the instructor must work as he builds. Training sufficient for all grades, not merely in grades one to three, but for those embraced in the grammar schools for promotions will eventually carry teachers higher. The root of growth must be implanted here that they may advance by their own momentum. Greater time and demands in preparation will render teaching a serious matter. It will cease to be only a stepping stone to something else.

Again, the increase of manual training in the grades calls for professionally trained teachers, and sewing and cooking for girls may well be added, and carpentry and other branches for the boys.

The conclusion of the whole matter is that the normal school is established and maintained for the child in our midst, not to give anybody a place here or elsewhere.

#### NORMAL SCHOOL KINDERGARTEN COURSE.

The recognition of the kindergarten as the initial step in the educational scheme created a constant demand for competent instructors. For years the supply was uncertain and the preparation deficient.



This led to the establishment of a course as part and parcel of the general training course. This is to-day an integral part of the system, and its spirit is interpermeating the schools, helping and being in turn helped, making one music but vaster.

It is the aim to make the teaching definite, to point the way to the usable, practical things, but above all to arouse the true kindergarten spirit which beholds and reverences the child for the potentialities within him.

#### AN EVER PRESENT HELP AND INSPIRATION.

The function of the normal school should be extended to the system in the aid and inspiration constantly reaching the entire teaching body. It may well be an educational clearing house for the city—the perennial fountain of advanced thought and methods for those who through the routine work of class rooms are so apt to become rutted and arrested in growth. This close and living connection will also practicalize the teaching of the normal school and keep within due bounds the theoretical tendency.

#### RECOMMENDATIONS FOR NORMAL SCHOOL.

1. The purchase of a site and erection of a building commensurate with the needs of the city.
2. The extension of the course from two to four years.
3. All the branches of the elementary schools reviewed or taught therein, with special emphasis on the principles and methods of teaching.
4. Manual training should be added to the curriculum. A building or dwelling in the vicinity of the present school may be rented for the girls, and the boys to go to Armstrong.
5. All graduates of the high schools attaining a certain standard in those schools to be admitted to the normal school without examination.
6. An eligible list of the graduates of the normal school should be made by the board of examiners, as follows: (1) The record in the normal school counting for a certain per cent and the other added by the examination. (2) All permanent appointments to the schools to be made from this list in the order of their standing.
7. The graduates from this school should quietly, unostentatiously in their own building be given their diplomas. This will save parents the expense of a double graduation and will best befit those who are going forth to a life of service and sacrifice.

#### M STREET HIGH SCHOOL—CHANGES.

Two important changes occurred in the high school during the present year. These were the admission of pupils at the opening in September and in February, and the six instead of the five period day.



The two admissions and promotions of students open the way for adjustments of learners to their work, which, when thoroughly mastered, will greatly encourage and hold in school many who usually lose hope because of the sudden and strange transition from the methods of the graded school. Ambition is not wrecked upon the very threshold of a high school career. .

The capable pupils in the graded schools must feel the impulse, and by bending to the work may pass upward more rapidly, and thus deliver themselves from the dead body of mediocrity. The "genius," who to-day is an "atypical" specimen of the race, has an opportunity to win his place in the educational race, and to go forth timeously into life's work.

The other change fraught with meaning is the lengthened school day. This permits a better disposition of work by laboratory classes, and increases the number of teaching and study periods. Greater progress and proficiency should ensue with the present corps of instructors. The art of studying is in need of thoughtful attention in a high school, and these added periods for study, under proper guidance, may be turned to great profit to pupils. Here ought to be taught methods of research, of marshaling data in the mastery of subjects. An instructor in the art of using books as tools of knowledge and the treasurer house of the mental wealth of the race is quite as essential as the teacher of science and mathematics. An able, strong librarian in such a school should be called upon to take a hand in inculcating right habits of study, and in making students acquainted with the embalmed intellectual achievements of the race.

#### ACCOMMODATIONS.

That this school is wholly inadequate to the housing and proper training of the large number of boys and girls enrolled is no new fact. For years attention has been directed to more space. The laboratories for chemistry and biology in equipment are not up to the present standard of high schools. They are also too small. The call for more science in this school will emphasize the need of more and better equipment as well as space.

The electric current should be introduced into the building at the earliest moment for the physics department. The current may be utilized to light the building. The cost of this improvement will be a mere bagatelle, because the city electric conduit is already within easy access of the high school.

The installation of modern plumbing last fall removed a menace to health and comfort in the dry-air closets, whose presence was recognized despite almost eternal vigilance. Too much can not be said in

praise of the shower baths erected in connection with the new toilet facilities.

This school has never had a gymnasium. The accepted place physical training holds in present-day education demands suitable arrangements for instruction. The armory or large basement room affords slight opportunity for physical exercises, but it is impossible to place there appropriate apparatus. The space directly south of the school building, or yard, might be turned into a gymnasium at no very great expense. The physical regeneration of the boys and girls in this school is a subject worthy of deep thought. They are but slightly removed from the days of burden-bearing parents who carry in their bodies the marks of the stress and storm of slavery.

#### LIBRARY.

What exists here is but an apology for a library, wholly so in the room used. No words in this report are needed to emphasize the supreme value of this feature of a high school. Slight additions to it in the past leave it still a beggarly reminder of what it ought to be to-day. Old Government reports and other matter utterly valueless should be taken hence to make room for books helpful to the pupils. History, science, and general literature are needed in large and increasing numbers. At this stage of educational development must be created and fostered a taste for reading and research, an appreciation of the splendid ideals found in the unparalleled literature of the English language. A room stocked with the works of the masters in literature, together with the best periodicals that depict the swift and recurrent changes in this onrushing civilization--a room adorned with specimens of art to touch the sense of the beautiful, and commodious enough to accommodate the students and presided over by a competent librarian, will be the most potent factor in the high school career.

This school library plus the Public Library, which through the far-sighted policy of its managers is coming into vital union with school education, will arouse the desire for reading, kindle the fire, and open up before the young the road to training and culture.

#### MILITARY TRAINING.

Nothing in the public school scheme of education in this community has done more to rebuild and regenerate the boys than the military training given in the high school. Every boy physically able ought to take it as a prescribed subject, and the Board of Education has so ordered. The time-honored "setting up" exercises must not be omitted, but no pupils should be allowed to join the military organization without a thorough examination by medical authority. The



same may be said with regard to those who take part in school athletics.

The evolution of the boys by this training is so plain that the world takes note of it unheralded. The erect body, vigorous, alert, and active; the mind trained to be thorough and systematic; regard for truth, high sense of responsibility for every act; ingrained subordination and respect—these are the fruits of four years of unrelenting discipline.

The culmination of this training is witnessed in the annual competitive drill when the entire populace in holiday attire assembles to gaze upon companies of cadets in struggle for the victor's prize. This year Company A of the M Street High School was the prize winner, and so wrenched from the Armstrong Manual Training School the much-coveted banner.

## RECOMMENDATIONS FOR HIGH SCHOOL.

### I. THE COURSE OF STUDY.

1. The course be constructed to embrace the most advanced ideas with due consideration of the conditions obtaining in this community.

2. Just emphasis should be placed upon the mastery of English throughout the four years. The study of a foreign language should be the means of aiding the grasp of the vernacular.

3. The value of science and the scientific spirit should be fully recognized, so that no student may go hence without some science.

4. Proper regard for Latin as a "training" subject for the language consciousness.

5. The addition of Spanish, which will equip the youth for the inviting fields opened in lands where Spanish is the mother tongue.

6. Opportunity to take manual training, at least as an elective, during some of the study periods. This will call into activity the motor element, the constructive faculties.

The proximity of this school to the Armstrong School makes this quite feasible, without added cost, since the manual training plant exists there.

### II. NORMAL SCHOOL CANDIDATES.

1. Now all who desire to enter the normal school should take certain subjects for the four years.

2. Only those who reach a certain average should be permitted to pass at graduation into the normal school.

### HEADS OF DEPARTMENT.

The creation of four heads of department has done much to define instruction. It has fixed responsibility and fertilized instruction by the dissemination among teachers of progressive ideas. The head of



the department becomes a watchman in the tower to see and proclaim the best things. It is altogether fit and proper here to acknowledge their zeal and cooperation in doing the work in their several departments.

#### ARMSTRONG MANUAL TRAINING SCHOOL.

This school is already a fact and a factor in the educational system, and it is not necessary to elaborate upon it. It is the crown of a training begun long ago in the kindergarten. Whether the utilitarian phase, the industrial feature, or the technical side should receive greater emphasis is a mooted question among educators. The conditions to be met in a community and by the pupils who are to profit by such schools must be taken into consideration.

#### THE MANUAL TRAINING SIDE.

Trained leaders are needed everywhere in the various industries, and the function of such a school is to prepare them for the more liberal and technical training offered by schools of technology.

#### THE INDUSTRIAL SIDE.

The acquirement of the skill which constitutes a trade can come only by repeatedly doing the same thing—repeatedly making the real article. The workman is to be evolved, as in the purely manual training view, the man broad based on the principles is the outcome.

#### THE COURSE OF STUDY.

The course of study, therefore, in such a school should be so arranged as to offer opportunity to two classes of students, to wit, those who wish to secure development for further progress and those who desire to acquire special skill along certain lines—that is, industrial efficiency. For the former a full four-year course, cultural in scope, should be provided, with enough manual training to appeal to the doing side of the student. For the latter a course, two years' work, in which shopwork or the industrial element shall occupy at least half of the time, with the privilege of choosing the vocation to be followed.

#### WHO SHOULD BE ADMITTED.

Only pupils, graduates of the graded schools properly certified, ought to enter this school. The high aim and scholarship which should characterize this school can be secured only by safeguarding the admissions.

Elsewhere in this report recommendation is made to provide for pupils in the graded schools who desire greater industrial opportunities, and who may eventually find their way into this higher school.

## RECOMMENDATIONS FOR ARMSTRONG MANUAL TRAINING SCHOOL.

1. Two courses to be pursued: (1) A two-year course in which the shop or industrial side should receive at least half the time and effort of the student: (2) a four-year technical course. This arrangement offers opportunity for pupils of limited time to secure valuable training and leaves the "open door" for further advancement into the full four-year course. This scheme concentrates the work of the school and contributes to more definite results and higher scholarship.

2. The "professional training" of teachers attempted here should be relegated to the regular normal school.

3. The removal of the business course to a separate place, or have it incorporated into the academic high school. Such an adjustment will clear the track for the close, effective running of this school along the lines of the highest and best training.

## LIBRARY.

The argument for the library as a factor in high school offered under the M Street High School applies equally to Armstrong Manual Training School.

## GYMNASIUM.

Here also is found no place for physical training not even an armory. The enlargement of this building by the purchase of the lot on the east is a pressing need.

## BIOLOGICAL LABORATORY.

This important subject has no suitable room. It is thrust away in a corner without sufficient equipment, and consequently fails to accomplish creditable results.

## KINDERGARTENS.

There are connected with these schools kindergarten classes. A new one was opened in Garfield in a rented room on Hamilton road. The population is scattered, but the parents realize the blessing of such a class, and have spared no expense to keep the little ones in school. At their own cost they provided a conveyance to carry the children to and fro. The generosity of Congress is noted in the full equipment of every class room and abundance of material. In the beginning the kindergarten tended to dwell apart—wrapped up in the exclusiveness of another world. This first step in providing educational conditions is most important, and no chasm should be found between it and the first grade. The spirit of the kindergarten has already enriched the primary classes, and they in turn have brought



the kindergartens down from the hazy regions of theory and mystery to the ordinary workaday world.

Yearly there is springing up a closer fellowship among teachers of all grades, and the unity pervading education is observed. The great mass of our children bring an inheritance of isolation and distrust, of lack of personal initiative, due to the condition which surrounded their parents for generations. In truth, this high and mighty civilization is scarcely grasped by the parents, and so can not be transmitted in its richness and fullness to the children who must perforce enter it handicapped.

The supreme office of the kindergarten is to place the child at the sources of the wondrous civilization in which he dwells that he may quickly find himself a place in the world. The uplifting influence of the kindergarten in humble homes, whose presence to-day in this community is an anachronism, is far beyond price. The redemption and regeneration of this people rest here and not elsewhere. In every schoolhouse there ought to be established a kindergarten.

#### INSTRUCTION.

At the beginning of the session the plan of assigning a subject to a supervisor to be handled by him as an expert was put into operation. From the report of Dr. Henry L. Bailey, who had charge of language, the following extract is made:

Work accomplished in the "primary grades" brought to the grammar grades pupils sufficiently supplied with information derived from subjects of immediate interest and concern through nature study to take up the heavier work of the grammar grades which continues to be expanding information, coupled with the growing power of investigation and of judgment developing in the pupil. We have had language regarded as the "key" to all other studies—language in easy, free use rather than language in a stilted, formal, technical grammar sense; in fact, in the fifth and sixth grades our efforts, not wholly successful, have been to get away from the technical grammar and to supply its place by increased information and observation subjects, handled not in a heavy, plodding way, but orally and in writing, so as to strengthen the power of the pupils in fluent, correct, unimpeded, intelligent expression. In all language work growing respect and appreciation in the mind of the pupils for the "sentence as a unit of thought" has been the plan of the supervisors and teachers.

In the fifth and sixth grades it has been the custom to use too much "dry bones of language"—technical grammar—rather poorly applied in dealing with the subjects properly belonging to these grades, thus deadening the pupil's interest in language study. Here we have aimed to let the subject-matter and the mother tongue, good English, in constant and enlarging and recurring use, replace grammar of this sort. This result has not exactly been accomplished, but we believe a good beginning has been made.

The language result in the seventh and eighth grades is not as good as we could hope. The language command as expressed in spoken and written work does not yet meet the expectation of our plan. Here technical grammar ought to be applied; work from the opening day of school to the closing day—largely reference work with a text-book under the guidance of an alert teacher—work done with such persistence and intensity for two years that the text is not used as a separate and distinct some-



thing for grammar instruction, but incidentally to clarify and perfect some part of the work in literature, without being made so prominent as to detract from literary beauty and unity, style and perfection of form. Increased reading material in the fifth and sixth grades ought to make this possible in the seventh and eighth grades.

In addition to this excerpt, the assistant superintendent adds the following:

Among the ideas prominent in the minds of officers and teachers were the character and quantity of reading, in both the ordinary text-books and the literature for supplementary reading. Increased stress has been put upon the interpretation of the matter read. The most valuable result of the training received in the schools is the power to appreciate and interpret the thoughts embalmed in books. The educative process is the explanation and revelation of life, and the highest and best life is preserved in the glorious literature of the people.

The memorization of the choice specimens of prose and poetry indicated in the various grades has been faithfully done, with pleasure and profit. Teacher and taught have experienced genuine delight and inspiration in storing their minds with the things worth while, that have stood the test of time, that have been weighed in the balance and not found wanting. In many of the schools, as a part of the opening exercises, the children have, together in the halls, repeated with just elocutionary effect many gems during the year. Other things in their school life may be forgotten, but these inspiring thoughts will cling; these ideals, perchance, now seen as through a glass darkly, will be clearly limned and lead to higher things.

The study of technical grammar in its divorce from its true end, the interpretation of the thought, the means of comprehension of the written language, was lessened and emphasis laid upon the meaning of the sentence, its form and structure as the key to the clearer grasp of the embodied thought. This applies to the first two grammar grades, where the learners were directed to the force and office of the various forms of language, the dress of thought, words, phrases, and clauses, in sentences within the reach of the ordinary pupils in these grades. Increasing attention was given in the two higher grammar grades to the finer elements of the sentence, the logic of language, the mind being capable of discriminating the nicer shades of meaning in the words and sentences. The creation of the habit of employing grammatical knowledge to correct their own errors in speech received marked emphasis. To standardize the mind in regard to correct language, not to dissect by minute analysis, was the chief aim.

Ability to write the various kinds of compositions, especial care being placed upon the writing of letters, correct in form and matter, has been quite successfully attained.

Spelling as a thing apart in lists of words in sheer isolation was discouraged for more sentence work with words, for dictation, and copying. The contextual study of words is far more valuable than columns of words whose meanings too frequently are unknown or dead to the children.

#### MATHEMATICS.

This subject was in charge of Mr. John C. Nalle, from whose report the following is taken:

The teachers continue to give five minutes in oral drill each day, and much interest and enthusiasm has been aroused where this work is skillfully done. Variety in this line of work is absolutely necessary to keep children's interest from flagging.

While the teachers have been active in the oral drill work they have not lost sight of the value of written drill work, and with the desire to increase the efficiency of the pupils in obtaining accurate and reasonably rapid results they have this style of drill work every day. The teacher is here laying a solid foundation for the problem work.

It matters not how keen a child may be in seeing the end of a problem from the beginning, if he is inaccurate, his work, so far as the result is concerned, is worthless. I am pleased to report that very successful work is being done by the teachers along this line of work.

The complaint that pupils fail in problem work is still made by teachers. To my mind there is some foundation for this complaint, but I believe the difficulty may be overcome by patient effort, thoroughly practical problems, and training in formal steps that lead to the correct solution of problems. I take the liberty of quoting from the recommendations of Superintendent Maxwell with regard to the solution of problems:

"I. The solution of problems should be expressed in steps: (a) Examine the given data. (b) Interpret the question. (c) Plan the computation. (d) Make the calculation and test the work.

"II. Checks, tests, or proofs of work should be taught the pupils.

"III. Teach well one method of solving problems.

"IV. Problems should be in harmony with the practical business transactions."

If frequent and varied mental arithmetic, abstract drill in the fundamental operations, the selection of many practical problems and practice in the analysis of problems be given, much of the cause for complaint of the results of this subject will be removed.

When a teacher is sure that the pupils can readily read and write the numbers suited to their grade, that they understand correctly the language of the problem, appreciate the relation of its parts, then and only then will the pupil surely work to a successful completion of his task.

By way of further comment on this topic, I desire to say that very slight effort is required to get children to spend time and energy on arithmetic in any grade; it is a subject of absorbing interest to learners, and the fruit in discipline of faculty and facility of performance in the four fundamental processes has been gratifying. The definite time specified in the official time-table for the subjects, and based on their educational values, has caused a closer scrutiny of the topics and their arrangement and presentation in the class room.

The abstract number in the lower classes was displaced for the concrete, which touched the life of the pupil. His interest was powerfully appealed to. The centering of instruction in the learner by so teaching as to connect school with his everyday life has been a prime purpose. The dominant note was accuracy and reasonable rapidity in proper drills.

The thought side or development has been well emphasized, but not to the loss of the mechanical or drill side, which fixes and fastens. Faithful attention to the mental operations or quick work in all grades was given. This rapid handling of the processes of number in the basic operations and in the solutions of problems with numbers readily retained in the mind does much to wake up the mind.

The translation of problems into examples by clothing the conditions of the problems in mathematical language or symbols received intelligent handling. Here proper form and neatness of arrangement on paper and blackboard were insisted on. No long-drawn-out analyses were attempted, where often the lengthy process and complex



language obscure the point. Hence much straight-ahead work has been done.

In the higher classes, after due stress upon development, short business methods were presented for quick, accurate results. The shortening of the work in algebra, by eliminating some of the most difficult cases in factoring, left time for more thorough teaching and drill on things to be the foundation for further progress in the high school.

Mr. Roscoe C. Bruce, who gave special attention to history and civics, presents in his report the following:

#### A PROGRAM IN AMERICAN HISTORY.

In accordance with your instructions, I submit merely a memorandum of a program in American history for grades 5A to 8B, inclusive. In the preparation of this memorandum, I have consulted not merely the desirable, but also the practicable. Some such programme as that suggested by the Committee of Twelve, the Madison Conference, or the New England History Teachers' Association, or that so ably proposed by Prof. Henry E. Bourne, is, of course, highly desirable, but is not in my judgment, practicable in our schools next year. Professor Bourne's plan provides for the fifth school year a biographical treatment of American history, and in so far coincides with my suggestion. In the sixth grade he introduces a study of selected periods of European history; in the seventh grade he would have American colonial history taught as a part of the contemporary history of England; and in the eighth grade he would provide for the study of American history in connection with the growth of the great States of Europe since 1815. Aside from the fact that pupils' text-books well adapted to these purposes are not available, is the grave objection that our teachers are wholly unprepared for so bold an innovation.

And so I propose a programme restricted to American history, but with systematic attention in the seventh and eighth grades to its European connections. The central idea in the organization of this programme is to provide a systematically recurrent attention to the same field, but always from a new and higher point of view. The history of America from the discoveries to the close of the civil war is thus treated biographically in the fifth school year, in simple narrative form in the sixth, and in more formal fashion in the seventh and eighth years. Grade 8B brings the story down to the present.

*Grade 5A.*—Vivid studies of representative men, from Leif, the Lucky, to Benjamin Franklin, as individuals and in those aspects of their activities which make intimate appeal to the child's interest in the dramatic and heroic. Few, but carefully chosen, incidents suffice for the portrayal of each character. Attention to geographic rather than to time relations.

*Grade 5B.*—Studies of representative men of action and leadership and of inventive genius continued in the same spirit and with the same method from Patrick Henry to Abraham Lincoln.

*Grade 6A.*—Spirited historical narrative, using the personal centers established in grades 5A and 5B as a basis, from the discovery of America to the coronation of George III (1760); emphasis upon the geographic setting of the story, upon the daily life of the people, and upon the personal factors in the progress of events.

*Grade 6B.*—The narrative continued in the same fashion from 1760 to the close of the Civil War. A survey of the story as a whole.

*Grade 7A.*—Formal historical narrative, in its European connections, from the discovery of America to the treaty of Paris (1763), with emphasis upon the geographic setting and upon social progress and political development.



*Grade 7B.*—The narrative continued in the same fashion from 1763 to Monroe's first inauguration (1817).

*Grade 8A.*—Formal historical narrative, in its European connections, continued from 1817 to the fall of Fort Sumter (1861), with reasonable emphasis upon impersonal factors in the progress of events. Especial attention to the life and labor of the slaves and of the free negroes by means of type studies drawn largely from F. L. Olmstead's travels.

*Grade 8B.*—The narrative continued, with its world connections, in the same fashion from 1861 to the present. A study of selected phases of the nation's development to some extent by the method of independent research in the greater secondary authorities and in source books.

I desire to say that the difficulty in this subject lies mainly in the text-book and the method of teaching. For the sixth grade a less pretentious text ought to be in the hands of the pupils. The biographical element which has aroused so much interest and appreciation in fifth grade should still be kept to the front, but the sequence of even the orderly movements of history toward the end are to receive more care. The upper classes in the elementary schools, through development and the body of historical knowledge accumulated, should be led to consider more and more the causes which have produced the present power of our country. The most striking need here is the proper assignment of lessons and showing the pupil how to study. The learned words of the writer of history are "dead ones" to the average child, and the instructor ought to exercise great care explaining words and ideas wholly foreign to the learner. It is worthy of note to behold the wealth of pictures and other objects in the class rooms to elucidate and illuminate the subject.

#### GEOGRAPHY.

The syllabus prepared and sent out by the superintendent early in the session directs the work in geography along the most advanced lines, and when teachers shall get it well in hand this subject will afford a training of the highest value both in interest and in content. The important physical features of the various continents and countries are not numerous and ought to be fixed in memory. The leading countries, large cities, productions, chief routes of commerce, and natural phenomena affecting the earth as the home of man, in large outline, should be firmly grasped and retained. The addition of proper maps and globes and the latest supplementary reading matter have paved the way for profitable work.

Hereto is attached the report of Miss E. F. G. Merritt, the assistant director of primary work.

#### CLASSES FOR ATYPICAL CHILDREN.

For the first time in the history of the schools of the District of Columbia a step was taken to provide for children in the schools who are "atypical," or mental cripples. No argument in justification of this movement is necessary in a civilization predicated

upon the value of the human being, the essence of the Gospel proclaimed two thousand years ago by Him who said of the child—"Of such is the Kingdom of Heaven," thus preventing their continuing a burden upon parents and society. Without doubt, there are many not in school, hidden by parents within the homes and back yards; and these, when the people fully realize what is offered in these classes, will eventually be gathered in.

The poverty of many parents and distance from the classes emphasize the need of providing transportation to and from the place of instruction. In the near future other classes should be formed that all may be thus advantaged.

To the energy of yourself, the board of education, and Mrs. Ellen Spencer Mussey, who has taken especial interest, is due the success of these classes, and here, in behalf of the parents and citizens, are tendered heartfelt thanks.

In response to interrogatories the teachers have sent statements, extracts from which are herewith embodied:

#### THE CLASS IN GARNET SCHOOL.

"The school was organized April 15, 1907. The largest number enrolled is 11—all males. Lack of care seems a general cause of defect. None are real imbeciles, though one is very bad off mentally.

"The parents are as a rule very poor, and seem to be ignorant of the essentials pertaining to the proper care of children, but I do not know of any criminals among them.

"There are several badly shaped heads. One boy has a particularly noticeable head and badly shaped limbs; one boy has peculiar teeth, and one has an impediment in his speech; four are very dull; two slow; one decidedly unbalanced mentally—four just received to-day. Most of these boys are bad; they have a tendency to be very disobedient and want to do as they please, but the mental defect is very mild in most cases.

"I have had some of the grade work in reading, number, and writing. They have learned two verses of poetry and two songs. This work is done in the mornings. The manual work so far has been paper cutting, sewing (kindergarten cards), simple drawing, stringing beads, and braiding raffia. We are now trying the simple raffia mat.

"I think if the classes were called by some other name than 'defective,' say 'special classes,' they would not be so greatly objected to by sensitive parents. I have had no trouble with mine so far, but I say this for the benefit of others and for the future."

#### THE CLASS IN ST. LUKE'S CHAPEL.

"The number defective because of poor physical surroundings, poor food, lack of care, five. There are no imbeciles. While some need more help than others they can all be helped by teaching. I have visited all of the homes of these children. In most cases the moral status is low. I know of no criminals among them, but the drink habit is strong in many homes. Several of my pupils have defective hearing, defective eyesight, defective speech, partial paralysis of the throat, one with bad-shaped mouth and teeth, two abnormal heads (one too small, the other too large)."

#### THE UNGRADED CLASSES.

Another saving step taken under the present board of education is the formation of the ungraded class for incorrigible and truant pupils. The separation after proper investigation and consideration of the habitually bad and truant pupil from the regular class and placing him in a special class under a competent instructor has done much to enable more and better work to be achieved.



During the year three such classes for boys were established in localities best calculated to accommodate the population. The teachers, all males, were chosen because of certain elements of fitness, and given increased compensation for the duty. They have been called into frequent conference with the assistant superintendent in the accomplishment of their work. The success achieved amply justifies the act, and is but an intimation of larger benefit to the cause of education in the coming years.

It should be mentioned that it did not seem best to mingle the sexes, and inasmuch as only one or two females were reported no class for them was established. The girls, whenever necessary, were transferred to another teacher in a different school under new conditions, which usually sufficed to check them.

Here, as in the case of the "atypical" classes, your advice and the unremitting efforts of Mrs. Mussey were gladly received and acted on.

The report of the teachers of the ungraded classes detailing the work is herewith embodied:

According to your direction teachers have been sounded as to the value of the ungraded classes, both to the school system generally and to the individual class room. The unanimous opinion is that these schools are a godsend. Supervisors have volunteered the statement that there is much less complaint concerning the deportment. There is not that annoyance of having so many conferences with parents concerning discipline, because of the fact that boys who gave the greatest amount of trouble in the class room have been eliminated—at least until reformed—and because of the moral effect of the mere existence of these classes upon both student body and parent. That the boy has benefited is shown by the favorable report to us from the teacher to whom he was sent. Each pupil has been studied individually, so that possibly some latent talent might be brought to light and developed.

The value of ungraded classes to the community is incalculable. The boy who (according to Forbes Winslow, physician to the British Hospital for the Insane, London, and Arthur MacDonald, alienist) would develop into society's greatest enemy—the criminal—has been set in the right direction and has given promise of becoming a useful member of the social body general.

Society has not only been protected from the depredations of these youthful miscreants, but it is protecting itself against what would develop into pronounced criminals, who would saddle the state with much more expense for their keeping (even though not as many were reformed as have been saved this year) than many times the expense of maintaining these ungraded classes.

We have organized ourselves for the purpose of study, comparison, and reading.

We respectfully suggest that the age limit be extended to 16 years in cases up to and including the fourth grade.

That a complete record of each case be filed at some central point (your office), so each boy's age, etc., may be at hand.

That especially every facility be supplied for the furtherance of this work, such as a well-lighted, spacious class room with ample blackboard space—in fact, a regular class room in a school building or a school built especially for this particular work.

We firmly believe, after careful consideration and deliberation, that these classes ought to remain in the regular school building, as school life and discipline can better



be learned by being in actual contact with these things. In all things possible the boy should be taught objectively. Example is better than precept.

That every boy be given at least two hours per week in manual training at shop.

That a plat of ground for gardening be set aside for these schools.

That owing to the increased demand on us in these new positions we beg of you to use your influence to have us put in class 5, so that we may have the means at our disposal to study, to travel, purchase books, and supply other needs instrumental to work.

#### SPECIAL DEPARTMENTS.

##### MANUAL TRAINING.

In a communication forwarded to you some months ago attention was directed to the urgent needs of larger and better facilities for this part of the public school system. Nothing can more fittingly express my views, and with your permission that communication, with its recommendation, is here incorporated:

The value and necessity of manual training in the development of the young are acknowledged here, but the conditions need improvement.

##### THE PLACES SCATTERED.

The kitchens, carpentry shops, and sewing rooms for cutting and fitting are frequently in different parts of the same division, so that boys and girls travel long distances to reach them. This entails great loss of time upon hundreds each week, and in bad weather exposure with danger to health. School time is too valuable and short, life is too precious to be curtailed and risked.

While the conduct of the pupils on the street in going to and from these widely separated places for manual training is exceptionally good, there is opportunity for acts which may bring discredit upon the schools and subject pupils to influences harmful to character.

Furthermore, some of these places for manual training are rented, and, although care is exercised to select localities free from objectionable features, frequently necessity compels the selection of rooms in spots where saloons are, where crowds of idle men and half-grown boys congregate in the streets.

##### ILL ADAPTED FOR PURPOSE.

Even when it is possible to secure a room in a regular school building, it is frequently ill fitted for the purpose. It is usually a basement room where light and ventilation are not good. The same may be more emphatically asserted of the rented places.

##### A CENTRAL PLANT.

In each section or division there should be constructed a building adequate to the needs of manual training classes. This phase of educational development has usually crept in through the basement or back door, but to-day it has won its place and should be accorded the consideration its importance exacts.

Such a building equipped with all the apparatus and machinery requisite will be more economical; it will save the time of pupils reaching it; it will better the discipline; it will be more easily managed; it will create an atmosphere of reality and purpose in manual training which will develop character and impress the winsomeness of living.

## EVENING AND VACATION SCHOOLS.

Nothing will lift and extend the work of the evening schools better than a manual training plant of the character described. At present, with hundreds hungering and thirsting for better preparation, the facilities afforded for industrial training in the evening schools are woefully lacking.

During vacation many boys and girls may here have opportunity to gain efficiency in a calling which will enable them to render respectable service and gain decent compensation.

## INDUSTRIAL EFFICIENCY.

With us hundreds of boys and girls are annually dropping out of school, either because they must become wage-earners or because of age and loss of mental grip. Lacking development, they may easily become criminals or parasites upon society. With the door of opportunity opening in such school, the boys and girls of the seventh and eighth grades in the schools would continue until they secured a training which would enable them to become efficient—would fit them for the life to be led.

The time devoted to this industrial training should be increased and less given to the purely academic side of education. Many would doubtless find themselves in wood or food or cloth, and so would desire to go forward to the higher course in the technical school. There can be little question about the change of attitude toward life and service which such an opportunity must work in hundreds of our youth. It would take away the reproach so often heard that education spoils the boys and girls for their world's work. To one who comprehends the condition here this training is a crying need. The high schools, academic and technical, beckon the alert ambitious to come up higher, but for the ordinary ones, those whose start was late or whose minds are slow, there is nothing to spur to greater effort. Were one to racialize the subject, strong arguments could be presented to prove the great good that would accrue to the colored youth of the city.

## RECOMMENDATION.

It is therefore respectfully recommended that you ask for the establishment of at least one such manual training building in the southern part of the city (south Washington) in the next appropriation bill to the Congress.

The following extract is taken from the report of the instructor in charge of this subject in the graded schools:

I desire to call attention to all of the rooms that are used as shops. The one at Stevens is dark and too small for the work. The Mott, Cook, Randall and Lincoln shops are dark and have to be lighted by gas, often at midday. The Sumner shop is dark, damp, and too small, but can be improved by cutting the windows down lower and making an area around the south and west walls. The shop at Birney is well lighted but small. The River road shop is well lighted and in good condition. These dark rooms have a bad effect on the pupils' eyes. I think that these rooms should be cheerful, spacious, and well ventilated, as such things have a tendency to lofty aspirations.

I wish also to call your attention to the present equipment of the shops, namely, the benches and tools. These have been in use for the last ten or fifteen years. Some of the shops badly need refitting with tools and benches. I would recommend that there be placed in each shop a bottle of liquid court-plaster, a bottle of witch-hazel, a bottle of arnica, and bandages, as often a pupil is cut, and the medicine case in the principal's room is so far away a boy might bleed to death before necessary treatment could be given him. For years I have carried the court-plaster in my pocket and find it very useful.



I further respectfully recommend that at least three copies of each of the following books be placed in each shop for the use of both teacher and pupils:

1. "Bench Work in Wood," W. F. M. Goss.
2. "Wood Working Tools; How to Use Them," D. C. Heath & Co.
3. "The Sloyd System of Wood Working," B. B. Hoffman.

I would suggest that there be suitable four-room buildings located in each of the divisions to be used for cooking, sewing, and bench work; that at least two more teachers for bench work be appointed.

The teachers under my charge have put forth their best efforts to keep the work up to a high standard.

#### SEWING AND COOKING.

The work in these departments has been done faithfully and well. The corps under their respective heads has done its duty in peace and harmony, and words of praise are due them.

#### MUSIC, DRAWING, AND PHYSICAL TRAINING.

Under their supervisors these departments have measured up to the requirements.

From the report on the music department the following extract is taken:

The past year, as heretofore, has been full of golden opportunities for our schools and the department of music has endeavored to grasp all within its radius, how well and how securely, the results speak for themselves. One musician says that, "The first purpose of teaching music in the public schools, the bed-rock foundation of the whole business, is to get every child into the realm of music." I truly feel that this is getting to be more and more the case in our schools, that as many children sing correctly and in tune with the others as there are many children who succeed in reading, writing, and arithmetic. From the kindergarten to the normal school the pupils are singing with an intelligent expression and understanding that is really surprising.

The work has been given by the teachers with a zest which has never been evident before. This fact was thoroughly demonstrated in the fourth May musicale, May 29, 1907. The singing that evening was most remarkable in every phase that goes to make up artistic work.

It is respectfully submitted by the assistant superintendent that the regular teachers may receive more instruction at the hands of the special teachers, and so become prepared to render more efficient service themselves in their class rooms. A systematic plan of teachers' classes is greatly needed and in the near future such should become a regular part of the duty of the special teachers.

#### EVENING SCHOOLS.

Here as elsewhere the evening schools are playing an important part in preparing the people for a fuller life, for better performance of civic duties, and for greater efficiency.

The number of schools in session was five—Armstrong, Stevens, Randall, Garnet, and Garfield.

The Garfield evening school was opened for the first time this year in response to a strong petition from the citizens. This is a suburban

community some distance from the city. The population has in it many laboring people, who are eager for the advantages afforded by such a school. Two classes were formed and were splendidly attended from the very beginning.

Four of these schools opened October 1, 1906, and closed March 6, 1907. Sessions were three times a week—Monday, Wednesday, and Friday. The total number of evenings the four were in session was 60. The hour for opening was 8 o'clock p. m. and extended to 10 o'clock p. m., thus giving two hours for work. The late hour of beginning is explained by the fact that the pupils are engaged in callings which kept them to 7 or 7.30 p. m.

The whole enrollment reached 1,500—males 616, females 884. To teach these pupils 38 teachers were employed and 1 director.

#### COURSE OF STUDY.

There is no well-defined course of study for these schools. The experience and resourcefulness of the teachers have enabled them to achieve fine results. Examination of the programme submitted to me during the session revealed some things needing remedy and attention was directed thereto. This statement bears chiefly on the intellectual side.

The manual training classes were usually well attended, and the work therein quite fairly defined and very practical. The class in cooking at Garnet School was not successful, due to the loss through illness of the teacher, an efficient day-school instructor.

At a conference with the teachers early in the term I urged upon them the necessity of full preparation for each evening's work, the subject and time to stand clear in their minds. To the great mass of pupils practical hand training appeals strongly, and so these classes were large and enthusiastic. The number taking manual training reached 451.

In the Armstrong were taught business subjects—stenography, typewriting, and English. Machine shop work and physics were added to the studies in the Armstrong this year, and these were correlated with the engineering class which has existed for a number of years. This last work was enthusiastically taught and great good and interest resulted. Men who could do some things when they came went hence able to do these better, and knowing how to do others before unknown.

The teaching force for manual training is hardly adequate, as may be gathered from the following:

Number of teachers in sewing.....	6
Number of teachers in millinery.....	1
Number of teachers in cooking.....	4
Number of teachers in carpentry.....	2.



## AGE OF EVENING-SCHOOL PUPILS.

It is interesting to note the ages of attendants upon these schools:

Pupils under 15 and over 14 years.....	16
Pupils between 15 and 18 years.....	289
Pupils between 18 and 21 years.....	282
Pupils over 21.....	913

The average evening attendance for each school was as follows:

Armstrong.....	272
Stevens.....	186
Randall.....	184
Garnet.....	169
Garfield.....	69

The evening schools by this showing reach a large number of people in the community in both inspiring and utilitarian ways, and make them more self-helpful and literate, in a country and civilization founded on self-help and literacy.

The corps of instructors employed in these evening schools is drawn largely from the day teachers. The present force has day teachers, 28; others, 10.

The city is fortunate in having so large a proportion of these able instructors minister unto the educational needs of that part of the population whose training was broken or was never begun, and needs mending; whose ability may be trained to greater efficiency.

## RECOMMENDATIONS.

The character of the mind to be trained and purpose of the evening school pupil point to the need of specially strong and thoroughly equipped instructors; therefore these should be selected with care, preferably from the regular day corps. A more critical study of the problems presented in these schools should be begun that means may be wisely adapted to ends.

The number of pupils to a teacher should be such as to permit as much individual attention as possible. The glow and enthusiasm of personal touch must be seen and felt by the learner. The teacher's motto may well be "Every student every evening; every student in every recitation." The mind of the learner has not been set a going, and must get up a momentum so that it will move forward through its own activity.

The principal should be without a regular class, foot free to inspire his teachers and pupils, to spend time and effort where most needed.

## THE COURSE OF STUDY.

The special function of this school settles the subjects to be taught and the methods to be pursued. Most of the attendants here have found their places, at least temporarily, in the world's work, and they seek to become more efficient therein as a stepping-stone to better remuneration. Some strong spirits through inspiring teaching in these schools realize their powers and step upward to a higher niche. Hence, the course should provide for these by offering many electives. There should be short interesting talks every evening on topics of general interest to link the pupil more fully with the life he is now living. Current events, civic duties, personal and public hygiene, and conduct may well take a short time each evening.

To get possession of the conventional tools of learning, the three R's must constitute the main work of the elementary classes. Drill, repetition, habit forming is indicated.

## THE PUPILS.

The people in the evening schools in this community are quite unlike the ones in these schools in the great northern cities. There the foreign element is constantly augmented by floods of immigration. These people just landed are foreign in consciousness and are to be Americanized. Language must be emphasized.

The colored people who compose the evening school classes here are those who drift into the city from the South, not in great masses, but in small groups, to find day labor and odd jobs. They are truly American in consciousness, children of this civilization, but their minds are crude, undeveloped, even child like. They need the teaching suitable to the awakened intellect.

With them language must be stressed, but not for the same reason as for the foreigners. Their dialect is most noticeable, and they abound in provincialisms. A proper appreciation of the force and use of words must be instilled. The complex social organization in which they find themselves is to be made clear to them, so that the fundamentals of education must be hammered in and hammered home.

## LENGTHENING THE SESSION.

The time ought to be extended as much as possible. Only about twenty weeks or sixty hours were devoted to these schools the present year. This is too short a time to get up a momentum in the mind so that it will advance of its own volition. The interest and enthusiasm which so brief a session may have aroused, will vanish and the last state of the learner be worse than the first.



## GRADING AND PROMOTION.

A careful grading and promotion of evening school pupils will do much to create and maintain the school spirit. This means the reward of effort. This will necessitate due regard for the admission and classification of applicants.

Proper organization will make these schools powerful factors for social efficiency and civic righteousness.

It is respectfully suggested that upon the satisfactory completion of a proper course in these schools a certificate be granted.

## FREE BOOKS.

Every facility ought to be offered to secure this training, and free books and every other needful thing may well be furnished by the community.

## NEW SCHOOLS SHOULD BE OPENED.

The enrollment, 1,500 in a population of nearly 100,000, is small. Schools opened in sections where the people can easily reach them would greatly increase these numbers.

Hillsdale, near Anacostia, needs an evening school, and there is no doubt that it will be well attended. The northeast part of the city has no opportunity for such advantages, and a school put into operation there would give the inhabitants a chance for advancement.

Permit me to recommend that an evening high school be started at once. The high school building may be utilized for this. The laboratories and assembly hall present splendid opportunities for excellent work. Stereopticon and other lectures may easily be given to which the general public may be invited.

## DEPARTMENTAL TEACHING IN THE GRADED SCHOOLS.

Among the subjects discussed by the supervisors and the assistant superintendent during the year was specialization in teaching the branches in graded schools. The label of unquestioned, unqualified approval of this procedure, where it has been tried and is being tried, has not been placed upon it. It is yet in the experimental stage, and its introduction into the classes below the high school must be carefully safeguarded. In an age of specialists and in the rebound from mass teaching, individualism in education may run riot to ruin.

Children, not subjects, are to be taught, and a teacher may be so grammared or historied, so "wire edged" in the matter and method of instruction as to lose sight of the developing mind of the learner. The schools are not "experiment stations;" the mind is too precious, the time too short, to admit of doubtful expedients. Even in the last two grades the pupils are not anchored securely enough in

knowledge and experience, and the brilliant presentation of the subject by a specialist may "set" the fluid mind of the young pupil, so that it hardens like concrete, measurably leading to arrested development.

This "division of labor" is well enough for factories—for "pin-point" makers, but the child is to be the "whole thing" educationally. As he goes upward in culture and experience, he should be "totus in illis." In the lower classes he must remain open minded, ready to welcome all knowledge and truth. The developing mind should not be "inclined" mathematically or historically before the soil of general education is of sufficient depth and richness.

The kaleidoscopic changes in maturing minds, the ephemeral and multitudinous interests of youth, are natural and should have free, full play, till in the fullness of time the master chord of his being is touched. He will not be "disobedient to the heavenly vision," and, urged on by interest and effort, he will successfully find himself in development and growth.

"Other foundation should no one lay" than that which is written in the very constitution of the being to be educated. Let the learner become stabilized on the solid-rock foundation of broad training under a competent instructor who himself is balanced by a sane grasp of all the subjects pursued by the pupil.

#### EFFORTS FOR GROWTH.

1. *Meetings.*—During the session a number of meetings for all grades were held to confer concerning the work. The various branches were discussed, plans and methods suggested, and enthusiasm aroused. Personally the assistant superintendent conducted many meetings with all the teachers, and the supervising principals in their respective divisions carried forward the work by frequent gatherings.

2. *Model lessons.*—In consummation of a plan formulated early in the fall model lessons in the grammar or intermediate grades were presented, one in each division. The good springing from well-conducted lessons, the frank criticism and general discussion were most helpful. By such lessons teaching gets standardized in the light of the most progressive ideas and methods. Facts, not theories, actual achievement, not academic discussion, are presented.

3. *Lectures.*—A body of teachers needs constant inspiration. The best service which an officer can render unto them is to arouse by personal touch, in word and deed, aspiration for higher and better ideals. The assistant superintendent sought to do this in series of "cultural centers," and the following letter was sent out:

I am very anxious to establish a course of lectures for teachers—lectures calculated to broaden the mind and inspire the heart of the teachers in the class rooms. I wish to have several centers—namely, mathematics, geography, history, science, and literature centers. The course could run from December to March or April.



I had hoped that the board of education could aid us financially in this movement, but I am told it can not. I shall therefore appeal to the teachers to contribute a small sum to defray expenses.

My purpose in addressing you is to secure your talent in giving a series of lectures on a subject agreeable to you.

I herewith inclose a form for your convenience which, should you consent to lecture, you will please fill out and return to me.

Before this conception could be carried out, a lecture course was inaugurated. The character and scope of that course may be seen from the subjoined list of speakers and subjects:

*Lectures for teachers.*

Speaker.	Subject.
Dr. A. E. Winship.....	"Accompanist."
Prof. Kelly Miller.....	"Concrete Geometry for Grammar Grades."
Dr. Wilber Thirkeld.....	"Reading that is Worth While."
Mr. Harry C. Oberholser.....	"Birds About Washington."
Mr. Paul Bartsch.....	"Mollusks."
Dr. L. B. Moore.....	"Seven Deadly Sins of School Teaching."
Dr. Charles F. Carroll.....	"Practical Means of Moral Training."
Dr. William McAndrew.....	"Criticism and Compliment."
Dr. G. Stanley Hall.....	"Some Dangerous Tendencies and Weak Points in our Educational System."
Dr. Elmer E. Brown.....	"A Survey of Educational Progress in the United States in the last Fifty Years."
Dr. E. L. Thorndike.....	"Interest in Education."

The superintendent, Dr. William E. Chancellor, delivered several lectures on psychology in the spring, attendance upon which was voluntary. The teachers of these schools showed appreciation by the large audiences that greeted the lecturer.

CLASSES FOR STUDY.

Howard University Teachers' College was very largely attended by public school-teachers, who felt the stimulus of progress. Many private classes were formed among the teachers; a course of instruction in psychology and pedagogy was set on foot at the Washington Conservatory of Music and many enrolled there. The universal feeling has been for greater efficiency through a more scientific comprehension of the great subject of teaching.

LIBRARIAN'S BULLETINS.

At my suggestion the librarian of the teachers' library at Sumner School prepared and sent out to each building each month a bulletin. This communication was sent from my office:

The librarian has been requested to prepare each month a bulletin of the articles of interest and value in the current papers and magazines found in the Sumner school-teachers' library. The first bulletin is herewith transmitted to you for distribution among the teachers under your supervision. Enough are sent to place one

in each building under the direction and care of the principal, who is urged to call frequent attention to the articles.

The titles should direct teachers to the papers and magazines in which are found the articles.

The necessity of keeping abreast of the advanced thought and new methods set forth in current literature should be felt by every teacher who desires to be classed among the quick and not among the dead.

These were hung up in a conspicuous spot in each building where all could behold present day thought and methods, and so visit the reading room of the library or buy for personal use the periodicals. Better still will it be for the teachers when they are fully cognizant of the fundamental truths in the perennial books found in the library.

#### SEMIANNUAL PROMOTIONS.

The announcement of the change from annual to semiannual promotions of pupils produced some trepidation among the teachers, who had no practical acquaintance with such a scheme. Through conferences and widespread discussions, the educational value of the step was made evident. The inauguration of the plan in February, 1907, occurred without difficulty, and was well-nigh universal in these schools.

Under the yearly method so long in vogue here, classes were marshaled and advanced without a halt for readjustments. This mass or class movement reduced to and retained in dead uniformity pupils who by the gift of nature and circumstances might have forged ahead. Moloch-like the "machine" sacrificed the child. Now the individual learner has his "innings." It is worth while, however, to consider whether in grades one and two this double classification of pupils should occur. The "mothering" influence of the teacher is greatly needed here. Too frequent readjustments may defeat the aim, which is to offer exceptional children a chance to pull away from the mass. The mind gets into action more and more vigorously as the pupil advances in the grades, and thus he begins to outstrip or to fall behind his fellows. This presupposes good teachers. The ideal system has no place for the poor ones.

#### ETHICAL TRAINING.

Above all I have sought to exalt moral training. In talks to teachers every opportunity has been seized to have them feel the need of building daily into the character of their pupils those celestial virtues which fit for full, true living.



## CONCLUSION.

The year now drawing to a close has been fraught with some very important changes in the schools in personnel and administration. The activity in all departments has been noticeable, and is indicative of a vitality which bespeaks progress under wise guidance. The increase in remuneration for services logically calls for greater efficiency in the workers. That a ready response will be given by the teachers is the firm belief of one who has for years labored with and for them.

I desire to make known my appreciation of courtesies and advice from yourself, and all the officials with whom I have had relations, and from the members of the board of education.

Very respectfully,

WINFIELD S. MONTGOMERY,  
*Assistant Superintendent.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

## REPORT OF ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION.

SIR: I have the honor to submit herewith a report of the work of the primary department of the tenth, eleventh, twelfth, and thirteenth divisions of the schools of the District of Columbia.

### I. AIM.

The aim, dominating and controlling the guidance of the teaching in this department, is to put the little beginner's feet in the right path, that he may live worthily the life before him.

In developing the child's powers we are ever mindful of the fact that they may be employed to debase or uplift him. In training him to see, we labor to develop within him the power to see the true, the pure, the good; in training him to think, the power to think righteously; in training him to use and interpret the English language, the taste for the choicest and best literature; and, finally, training him to apply his skill and powers, habits of neatness, accuracy, self-reliance, industry, and all other virtues that go to build up strong, healthy manhood and womanhood.

### II. THE CHIEF ELEMENT IN TEACHING.

The child leads, the teacher follows. This truth underlies all child development. When the teacher leads and the child follows, lessons are taught and the child is eliminated from the account. The latter condition produces the outward show and appeals strongly to the inexperienced teacher; the former does not show such rapid results, and unless wisdom controls, the child is sacrificed for outward show. Too much stress can not be laid upon this, the greatest pitfall in primary teaching. It is the first and most important duty of those directing primary teaching to lead to a true appreciation of the difference between lesson teaching and child development. The tendency of the great majority of beginners in teaching is to sacrifice ideas for form, children for lessons.

### III. TEACHER AND VICE-PARENT.

There is a strong hint in the preceding topic that the child's life is the starting point in his training, and his interests the basis of all his training.



Environment and training color his life; when training is denied and environment is contracted, poor indeed is the product. As teachers, we are forced to meet and combat this condition in a large number of cases. We receive the little tot whose hard-worked mother, in her fierce struggle for a scanty existence, can not tenderly and carefully mother her child, as does the more fortunate one. Where kindergarten training is denied this little neglected one his language power is very low; for "This is a leaf," "I have an apple," etc., he inarticulately utters "leaf," "apple," etc.

Be it said to the credit of the excellent work which has been accomplished in this community by our school system, the intelligent, bright child is fast supplanting the timid, helpless one.

#### IV. LANGUAGE.

(1) *By talking the child learns to talk.* The subject of language in the primary department is stressed according to its importance. It is made to take first rank and to remain in the lead during every lesson. Getting and expressing thought clearly and correctly is kept ever before the child. He is given good models and required to conform to them. We are guided by the principle underlying all true teaching, "The child learns to do by doing." And in order to develop his language powers, he is given much practice in talking under the most favorable conditions.

(2) *No expression without thought.*—Thought expression depends upon thought getting. The child's personal experience and observations, supplemented by literature which reenforces and interprets these experiences are employed to develop thought power and language power. While plant and animal life appeal very strongly to child life, and are used to a fine advantage in leading the little one to think seriously and talk freely, the proper story never fails to interest him, and can call forth expression when all else has failed. Observation work and story work are both valuable aids in child training and must go hand in hand to produce the best results. Each is incomplete without the other, reenforcing and interpreting, shedding light upon the new through the old.

(3) *Literature.*—Free use is made of stories and gems correlated with plant and animal life, science, reading, etc. Some of the children's favorite authors are Longfellow, Wordsworth, Tennyson, Bryant, Whittier, Lowell, Baldwin, Kingsley, Andrews, Andersen, Æsop, Grimm, Robert Louis Stevenson, Eugene Field, Frank Dempster Sherman, H. H. Jackson, C. Rossetti, Kate D. Wiggins, Flora J. Cook, and others.

Our little people are delighted with fables, myths, legends, fairy and other stories suitably adapted to their years. They never tire

of Hiawatha, stories of King Arthur and his knights, Old Greek, and kindred stories. Andersen is their choice of the fairy-story writers.

Our teachers are developing into good story-tellers. They are beginning to realize that reading the story is a poor substitute for telling it, and that more impressive work is done by the latter.

Stories are retold, dramatized, represented in cutting, drawing, and in more permanent forms. Some exceptionally fine work in changing the viewpoint in short stories has been done by third and fourth grade children. Choice selections are read to the children by the teacher in her finest style to furnish models.

(4) *Language idioms.*—All language idioms are taught incidentally during the conversational lessons. All formal teaching of technicalities is discouraged. Opportunities are made for talking, and the child is guided to orderly, correct expression of his own thoughts.

The beginning work is with the simplest English idioms: "I see," "I have," "This is," "Here is," "There is." As strength is developed we glide into "Here are," "There are," "These are," "It has," "The bird sings." By easy natural stages we advance until at this stage of the work the little ones have a nice appreciation of the relation of subjects and predicates, correct forms of name words, action words, quality words, etc.

Much attention is given to difficulties in the language, such as the proper use of the forms of see, take, go, sit, lie, and similar verbs; of mouse, goose, ox, sheep, and other irregularly formed plurals; homonyms such as here, hear, their, there, to, too, two, embracing common difficult ones. Not only do we stress these important language points, but we note the common errors made by the children and make them subjects for lessons. By persistent, constant effort to improve the language of the little ones, gratifying results have been accomplished. They think intelligently, talk connectedly and well, read thoughtfully and expressively, and write reasonably well for young people.

(5) *Phonics.*—Phonetic analysis and diacritical markings are not attempted in the first grade, and all tendency to sacrifice content for form is discouraged. A watchful care is exercised over this work lest the child's mind be lumbered with meaningless terms.

Slow pronunciation of the familiarly spoken word is the first step in training the child to recognize and get words through sound. From blending known sound into known words, he is made to know single, compound, and word phonograms and the sounds which they represent. Upon this foundation rests all the work in the other three grades where the sounds and characters are associated, and considerable strength is shown in the getting of new words.



## V. NUMBER.

Number work in our department is designed to give the children a knowledge of numbers for the affairs of life and to build a sure, solid foundation for mathematics in the more advanced grades.

We labor by concrete examples to build up in the little one's mind clear, accurate number relations. All work is objectively presented, and when proper ideas are grasped the props are immediately removed and such applications and drills given as fix and fasten the lesson for future use.

What the child discovers for himself are the only things worth while in number for him. Facts may be forced upon him, but they are but number language until the ideas are worked out by the learner. Here is the danger in number teaching. Number language is too frequently mistaken for number ideas, and mental dwarfs are the result.

We have let the little ones lead us almost entirely in the first grade this year, and results are more satisfactory. What is beyond their grasp, though the course of study directed it, we did not require.

These little people understand and talk many things which confuse and discourage them when transposed into mathematical language. Instances such as the following may be cited as proof of this assertion.

John has 5 cents and Mamie has 2. The little one appreciates and can tell you "John has 3 more cents than Mamie," but when you represent the condition thus: Five cents — 3 cents, then we get "5 cents take away 3 cents," and such unnatural expressions. He feels "more" and "less," but not as expressed in number symbols. Another difficulty for them: By measuring one block by another, counters, etc., he sees and talks "There are three twos in 6," but  $6 \div 3$  is beyond him. Written problems are too complex for his childish mind.

He should talk any relation which he himself discovers and none other. He should write mainly in words what must be expressed, and the transition to figures should be only the ones which are easy and natural. Second-grade children may be led to appreciate these first-grade difficulties.

The work in number throughout the grades is highly satisfactory.

Notation: Beginning with one order in the first grade to seven in 4B grade in words and figures.

- (a) Decimal expression to three places.
- (b) All common denominate numbers.
- (c) Roman notation to 2,000.

Operations: From the simple facts of first grade to the four rules involving changes, multiplying and dividing by two or three figures.

Fractions: Simple fractional work within the child's comprehension.



Problems: From the simple number story in the first grade to strong problems in the fourth. In the more advanced grades the children are trained to know questions, conditions, and processes; to make and solve suitable problems, employing two and three steps.

### MEETINGS AND VISITS.

#### GRADE MEETINGS.

We have had 36 meetings during the year—one a month for each grade from first to fourth, inclusive, from September through June.

The object of these meetings was to outline a month's work in advance, and give such suggestions and practical demonstrations that the chances for mistakes on the new and inexperienced teacher's part are greatly reduced.

The work is followed up by visits to the class room to observe and teach wherever there is need. Miss Wormley and I have made 1,951 visits to observe and inspect the work, and have given 425 lessons in the class rooms for the teachers—my assistant 800 visits and 193 lessons; and myself 1,151 visits and 332 lessons.

During our visits to the class room we find it necessary, where weak work is discovered, to direct the teacher in charge to visit the model schools for observation, in order to improve conditions in her school.

#### MODEL SCHOOLS.

The model schools are valuable aids to the work. There are two 1A schools, two 1B, two 2A, one 2B, and a mixed 2A and 2B. The work as a rule is high class, the teachers in charge are capable and efficient, and set a high standard for the workers in their respective grades.

The large number of visitors recorded in these schools bespeaks the faith and confidence of those searching for light.

### THE TEACHER'S ATTITUDE.

The work in the primary department is highly satisfactory. The teachers cooperate most heartily and cheerfully with every movement looking to the highest interest of the work. Their seriousness of purpose and faithful application to duty are highly commendable. They court suggestions and labor zealously to carry them into effect. "Harmonious action" is our motto, guided by which we have not in eight years had one discord in the department. Unity of aim and action has welded us into one great whole.

The prompt and regular attendance of teachers upon all meetings during the year is gratifying, 95 per cent having been present and punctual at every meeting held.

Of the 238 primary teachers, 190 are in circles or classes for improvement, 170 paid for lecture courses. This year 205 have taken from 1 to 5 educational helps, and 22 have added the Macmillan Library for teachers to their libraries.

#### MIDYEAR PROMOTIONS.

The semiannual promotion plan, which went into operation in February last, has wrought a wonderful change for good wherever given a trial. The separation of classes into A and B schools enables the teacher to better systematize and intensify her work. As a result the child is getting closer attention. Many children who were declared hopeless in January have done in a satisfactory manner the year's work.

The atypical and ungraded classes have contributed much to the success of the work by relieving the teacher of the normal child of unwholesome conditions. The normal child is thus given a fairer and better show and the abnormal is benefited by such conditions as meet his needs.

#### FACTS WORTHY OF NOTE.

Great danger lurks in the failure, on the part of those directing or supervising primary work, to distinguish properly between the training of the primary child and the more advanced child. This evil is far-reaching, resulting in the dwarfing and stunting of the child on the one hand and the creation of poor teachers on the other.

The composition of this department makes the danger all the more serious: (1) Because the child involved is of the tenderest age and crudest experience; (2) because the teacher of this little one is, too frequently, young and inexperienced; (3) because the young men coming from the normal school are both by nature and training unfit to teach little tots; (4) vacancies occur more frequently in the lower grades than in the upper, which necessitates constant shifting of teachers. Often a school of little beginners is experimented upon by two or three new teachers in consequence of this condition.

#### RECOMMENDATIONS.

Conditions would be greatly improved were (1) the new teacher assigned to the vacancy created by the outgoing teacher, subject to a change in September or February, granting the ranking teacher the advantages growing out of the changes made in the case; (2) male teachers assigned to the grades above the second without wronging deserving teachers; (3) more kindergarten schools added to the system; one in either Randall or Cardozo, one in Logan, one in Wormley, and one in Garrison would offer advantages to a large number of neglected

little ones; (4) model schools in the third and fourth would greatly inspire workers in these grades.

Miss Imogene Wormley, my assistant, has by her faithfulness to duty and high ideals been most helpful in the work.

In conclusion, I wish to thank the officials all for kind consideration and courtesies. Your counsel and generous help have greatly encouraged me.

Very respectfully,

EMMA F. G. MERRITT,  
*Assistant Director of Primary Instruction.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## REPORT OF THE DIRECTOR OF NIGHT SCHOOLS.

SIR: I have the honor to report that the public evening schools of the District under your supervision have had a very successful year. All the teachers have done good work—in most cases excellent work. The pupils have been earnest for the most part, and responsive to kind and helpful discipline—the discipline that prevails in our day schools. The few cases where sternness was necessary have been handled by the principals and teachers with an intelligent responsibility to the troublesome pupil and the school as a whole.

The enrollment this year was greater than that of last year, notwithstanding the operation of the recent compulsory-education law, which requires that children under 14 years of age attend day school. Last year 9.1 per cent of the total enrollment in our white night schools were under that age. This year there was an increase of 9 in the number of teachers—3 in the white schools and 6 in the colored. The increase in the white schools came from the opening of a cooking school for adults on Capitol Hill, the organization of a class in mechanical drawing at the high school, and the addition of a teacher in the foreign class at the Franklin. The increase in the number of teachers in the colored schools resulted from the creation of a new school at the Garfield building and the organization of new classes at the Armstrong School.

Last year, previous to your appointment to the superintendency of the Washington schools, the board of education adopted, for use in the graded evening schools, the Chancellor text-books in history, arithmetic, and English, the books to be purchased by the pupils. Previous to that time few books had been used in the evening schools, and there was no uniformity in such as were used, and none were furnished pupils for home study, nor were they asked to procure any for themselves. As these books were not adopted last year until after the schools were organized, many of the pupils did not obtain them, but their use was general enough to establish beyond question the desirability of having the pupils own and use text-books, and to confirm the good judgment of the board of education in their selection of the books to be used. This year the pupils in the graded schools were required to procure books unless they showed an inability to do so. No one, however, was refused admittance because he had not the books. Practically all the pupils willingly purchased

them. Their use did much to unify the work of the several schools and improved materially the quality of the work. The requirement that the books be purchased kept out of the schools a class of boys who have been in the habit in years past of entering merely for a good time, with no intention of doing work. The "floaters," so called, have been very few this year. A text-book in English should be adopted for use in the high school. In the other high school classes the students supply themselves with uniform books.

In the grade schools this year less work in formal bookkeeping was done than in years past, business forms and simple accounts being largely substituted. In other respects the course was not changed, except to give less time to arithmetic and more to history, geography, and English.

Schools were open 60 nights, a few being open 61. The increased appropriation for next year will give a longer time, besides permitting the establishment of an industrial school and enriching the course in the commercial high schools. I would suggest that a series of lectures in commercial law, commercial geography, and civics be given in the white and in the colored high schools.

Fifty-seven and one-tenth per cent of the total number enrolled were on the roll at the close of the year. Forty-one per cent of the pupils on the roll at the close of the year were enrolled in October. Twenty-seven and nine-tenths per cent of those enrolled this year had attended the evening schools in previous years. In many cases habits of study have been formed and the pupils have really begun the course of life that leads to good citizenship and right living. No portion of the school system is doing better work, of sowing seed whose growth will bring more valuable results, than our evening schools. There should be a longer term for all the schools, and at least one white and one colored school should be kept open all the year if the attendance would warrant it.

The ages of the pupils in the white schools run from 14 to 65, the average age in the graded schools being 17.6 years, and in the high school 19.6 years. The average age of the colored pupils was 24.8 years. In the white schools 55 different occupations were represented, in the colored schools 53. These ages and occupations tell the story of an earnest desire for self-improvement and a determined purpose to make up as far as possible for lost opportunities and early disadvantages. Other statistics relative to enrollment, attendance, etc., will be found in the table of statistics.

No portion of our night school work is of more importance or of greater value than that done in the foreign class at the Franklin. While Washington has a comparatively small foreign population, yet the problem of "making an American" is ours. The day school is helping to solve this problem for the foreign children. It is for the



night school to supplement this work by supplying to the older ones the opportunity to learn our language and customs, our history, and to become imbued with the spirit of Americanism. What we were doing last winter in this respect attracted the attention of the Washington branch of the Daughters of the American Revolution. These patriotic women, with characteristic enthusiasm, offered a prize to the pupil in the foreign class who would write the best composition on the subject of American citizenship.

The more advanced members of the class took much interest in the preparation of these compositions, and wrote with great credit to themselves and to their teachers. At the closing session of the term Mrs. E. S. Mussey, member of the board of education and vice-regent of the local society Daughters of the American Revolution, was present with a large delegation from the society and presented \$5 in gold to the writer of the best essay. The prize was won by a young Russian exile who had been in this country only about six months. The interest aroused in the class by this action will be felt for good in succeeding years.

I desire to call attention to the general efficiency of the colored schools. No one unacquainted with the facts can realize the good these schools are doing. The zeal to know, the patient determination to improve manifested by the young men and women in attendance, and the accomplished results reflect great credit on the teaching force and give promise of material advancement in the moral, intellectual, and industrial life of the colored people in this community. At present there is no colored evening graded school in the northern part of the city east of Tenth street NW., and none in the southern part east of First street NW. This means that a great many colored people have not the privilege of the night school. To remedy this condition, a school should be opened in the northwest, and I recommend such action as soon as the funds to maintain it are available.

The light in several buildings has in past years been very poor. I am glad to say that changes are now being made which will rectify this condition. The thanks of the night school community are due to Admiral Baird, president of the board of education, for his successful efforts to give us more light.

In closing this report I wish to express my appreciation of the intelligent assistance I have received from Doctor Evans, director of the colored night schools, and to thank you and Assistant Superintendent Hughes for the uniform courtesy you have shown me and the helpful advice you have given me during the past year.

Very respectfully,

B. W. MURCH, *Director.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## REPORT OF THE DIRECTOR OF MUSIC.

SIR: The work of the department of music for the current year has been hampered by lack of suitable material. The same books have been in use in the grade schools for seven consecutive years, and while these books are of undoubted merit it is a foregone conclusion that much of the zest and interest in the music classes is lost by familiarity with the songs. Pupils coming into the eighth grade, where the third music reader is used, have heard these songs during their entire school experience. They have heard them sung in their homes by elder brothers and sisters, and in the school buildings as sung by pupils of the upper classes. Moreover, the second and third grades use the same book, as do also the fourth and fifth, and the sixth and seventh grades. This is in itself an inadequate provision, as it keeps each child in these six grades singing two consecutive years from one book. Owing to these conditions, it is quite impossible to arouse a proper spirit of enthusiasm in the singing.

During the seven years the work of the department has grown and developed. Provision for the department has not kept pace with this growth.

The material that seven years ago was commensurate with our need in the upper grades is now not only stale from use, but no longer adequate in standard.

The vital need, then, of our work in the upper grades is for new material of a higher standard.

In the high schools the need of new material has been met in part. By the introduction of the "Thirty Sterling Songs" provision has been made for the girls' classes. In at least two of the high schools the principals, from some private school fund raised by entertainments, have purchased music for chorus work.

However, this is not meeting squarely the needs of the music department in the high schools. Leaving out of consideration the demands incident to the adoption of a more extended course of music for the high schools, and looking simply to the requirements of the chorus, which in every high school assembles each week for an hour of choral work, I beg to submit that no adequate provision has been made.

These pupils have grown to love the really great compositions and are ready for the serious study of some extended work of acknowledged

merit. There should be at least one oratorio for each high school chorus. Washington is seriously lacking in local musical interest. I cite in proof of this statement the fact that the Washington Symphony Orchestra and the Choral Society have both failed of support from the Washington public, being maintained largely by private subscriptions.

To my mind the one remedy for this lack of interest in local musical organizations lies in creating in the youth of the capital city a love for music which will make them as citizens of the next decade demand for Washington a choral society and symphony orchestra worthy of the capital of a great nation.

Very respectfully,

ALYS E. BENTLEY,  
*Director of Music.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

## REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

SIR: The past year has been an uneventful one in this department, the work having been conducted along practically the same lines as heretofore. Under the existing plan a part of the year is devoted to work upon exercises and joints. This plan is the old one, adapted in this country many years ago from the work of the Russian engineering schools. It is subjected to various criticisms, which are in part, perhaps, well founded, but there is still something to be said on the other side.

This work upon exercises is preliminary, in the boy's mind, to the making of a special or "home" piece. He is old enough to understand that he can not do work of this kind that would be satisfactory in any respect without first learning the materials and tools with which he has to deal—in short, without first learning how. He comes to the shop desiring to "make something" and is willing—I speak of the average boy—to practice a while in preparation. The results of this preparatory period are clearly understood by the boy. He values them only in proportion to the evidence they show of his growing skill; they have no other value. As exercises they can be graded, and they can be made the means of imparting knowledge which is worth while—the typical uses of the more fundamental tools of the woodworker and typical processes and type forms of construction. He acquires this knowledge while developing the desired skill—skill enough to warrant his undertaking the construction of his home piece, of something of considerable intrinsic value. This is to be a product in the making of which his interest will be largely enlisted, and to which, when completed, his pride may have more than a temporary attachment. It is followed frequently by an article for the use of the schools—an ambitious procedure for the grammar school boy of brief shop training, because such work is subjected, and properly so, to criticism by those less sympathetic and more discriminating than his home friends.

The plan above outlined, as followed in our seventh and eighth grades, is made possible by the employment of special teachers, by giving to the work not less than about two hours a week, and by keeping the classes relatively small. It makes it possible to teach and to employ in the making of the special pieces methods of construction of recognized mechanical merit. It insures to the manual training work a "course," a content, of its own. It attaches greater importance to this than to the relating of the tool work to the other work of the school. It does not ignore the necessity of securing and holding the



enthusiasm of the pupil, but it discriminates between his immediate pleasure and his ultimate interest.

It does, however, appear desirable to bring about a closer relation between the manual training and the other work of the school. There may be a way of doing this so the total result, educationally, will be better. From our experience it seems doubtful whether this can be done under present conditions without cost to the manual work considered as manual art training. That is, in proportion as it grows out of and depends upon the general work of the school it is likely to have less of a distinct content of its own. It can not be so well graded in its earlier stages, nor can these be made to so well prepare the boy for future work. Still less can the work teach, with the same emphasis, the important principles of the art. Most important of all is the difficulty—I had almost said the impossibility—of developing a proper appreciation of good workmanship, simply because pieces poorly done have to be accepted as satisfactory. They may be satisfactory educationally but not mechanically. It is believed that for these boys, many of whom are in their last year or two of school, a due regard for a proper mechanical standard should be observed as far as possible.

This desirable end could doubtless be reached, and, at the same time, a closer connection with the other work of the school could be made if manual training could be given more time than at present. A decided advance would immediately result if the time were extended to the full two hours originally assigned to the work. Perhaps it is not too much to hope that the revision of the courses of study now in progress will effect a sufficient saving of time to enable the giving of another half hour a week to manual training.

There is another plan which would undoubtedly be of great aid in accomplishing the twofold result under consideration. This is the introduction of definite manual training work in the grades below the seventh. The correlation of the constructive work with the rest of the school's interests should be closest in the lowest grades. At this time manual training is a method of expression—almost as purely so as drawing. The ideas to be expressed may be drawn from the school life of the pupil. It is these ideas which are of paramount interest to him, and the expression of them is the great object of the instruction.

In these early years there can be, and there need be, but little of accurate mechanical accomplishment. The seeking of it might easily nullify the other and more important purpose—the acquirement of freedom of expression. As the pupil advances from grade to grade, however, more accurate manipulation may gradually be secured without any loss to the other feature of the work, and ultimately with a decided gain. This is identical in principle with the progress in verbal expression.

Gradually, also, the constructive work may be given a content of its own. The richer in vitality the other courses become the better opportunity will there be for this. If the entire course of constructive work in the lower grades is made a unit, it will readily lead up to and unify with the manual training of the upper grades. The work of these upper grades can, as a result of the acquirement in the grades below, be so modified as to secure a more consistent correlation than at present, while a well-considered mechanic art training will be preserved.

It is obvious that, like drawing, a definite plan for all this manual training can not be made intelligently until the work in other subject is well determined. Manual training, indeed, must wait upon drawing in this regard. However, it is not necessary or desirable to delay a start until such time as the plans for the balance of the curriculum have been settled. A prompt beginning is advisable if only for the purpose of preparing the regular teachers for the better considered work to come later. This is by no means an unimportant matter, for upon it depends the success of all the improvements during the years immediately ahead, especially until the time when there can be in every school building (the larger buildings of the future) a manual training room and a special teacher.

There need be no detailed comment upon the work of the year in the McKinley School, particularly as the report of the school doubtless contains such. It does, however, seem proper to refer, at least for the sake of emphasis, to the very great obstacle which the low salaries of the school law place in the way of success in all industrial subjects—mechanical drawing, freehand drawing, domestic science, domestic art, and shop work. How much of an obstacle this is would be forcibly told by reciting the experience of the year in the department of mechanical drawing. The matter is urgent. As I stated in my report for last year the discrimination respecting salaries in the subjects named has heretofore been more apparent than real, and where real was largely a matter of chance or incidental to the rapid extension of the work. Then all salaries were low and this made it more bearable. Now, however, the discrimination is very real indeed, embodied in law, with no promise for the future, and with less ground for hope than heretofore.

Further, a similar state of things exists with reference to teachers of manual training and other special subjects in the grades.

Early and vigorous work looking to an equalization of salaries is of the utmost importance.

Very respectfully,

J. A. CHAMBERLAIN,  
*Supervisor of Manual Training.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

SIR: I have the honor to make the following report concerning the work of the domestic science department for the year ending June, 1907.

This work is given to the girls in the seventh and eighth grades of the elementary schools, for which 15 teachers are employed, and in the McKinley manual training of the secondary schools, for which 2 teachers are required.

### CHARACTER OF WORK.

The work in the elementary schools deals with the practical side of the case, the preparation and the serving of the food, and with the cleaning of the kitchen; while in the secondary school it treats of all phases of home work, and of the body's need of food, work, recreation, rest, and care. It aims to establish the principles governing the selection, the care, the preparation, and the serving of food and the conditions which make it possible to build a strong, well-developed individual. It also aims to establish a simpler standard for home life.

### EQUIPMENT OF ROOMS.

The work in the grades is given in rooms which are fitted as nearly like good home kitchens as schoolrooms can be, while in the McKinley the rooms are fitted as laboratories. The object in having the school kitchens (of which there are 24) like big home kitchens, is to bring the school work as close to the home as possible, that the children may feel and see that things taught in school may be put in practice in the home, and further that work done in the home is worthy of dignified recognition because based on principles which are taught in school.

The two rooms for this work in the manual training school are fitted as laboratories that the pupils may, as in other sciences, learn from experiments the results of and the reason for certain practices.

If the aim of the course in the grades is to be realized, the quantity of material used to make the dish must be large enough to serve as a model for home work and to make the pupils feel the lessons are of immediate practical application in the home; but in the manual training school the quantity used in the experiments need not be greater than will show the pupils the results of known treatment of the material and to enable them to formulate the principles governing the conduct of the home.



## AMOUNT OF TIME ALLOTTED FOR WORK.

In the grades the classes have one lesson a week for two years, amounting in all to 70 lessons. Rainy days and half holidays, given for various reasons, reduce this number for some of the classes. In the manual training school the pupils of the four-year course have one lesson a week during the entire four years, while in the two-year course they have two a week for the two years. In this school the double or laboratory period of ninety minutes is allowed for each lesson.

The same allotment of time is made for the work in the grades, but under the present ruling half of the time required for transit from school to cooking center and return must be taken out of this hour and a half, hence very few classes have the full time. The time for transit varies from five to ninety minutes, though the average is forty minutes. We found it very difficult to get the work of a lesson completed in the hour and a half, and often could not do so, consequently the teachers have had a much harder time to complete a lesson under the new rule; hence some of the work has been poorly given.

In this department a lesson is not complete until the food has been prepared, cooked, and served, the directions for this written in the notebooks, the dishes and utensils washed, and the room swept and dusted. To get this much accomplished in an hour and a half the teacher must have everything ready and work without losing a single minute. If the fire does not burn well, if the pupils work slowly, or fail to give attention as they should, or if the grocerman fails to send the goods on time, the teacher works under a great strain, and often can not complete the lesson in the allotted time. Our work is of such character that it can not be put aside when the lesson time has passed and be resumed the next week, as is the case in sewing and carpentry, where the materials do not spoil.

Because it requires a long time to prepare and cook the food, certain dishes which could be taught with profit have been cut out of the course entirely. If the present rule remains in force, I will have to cut out many more dishes and change the character of the course, or the teachers will be obliged to slight the housekeeping part of the lesson. This, I think, would be very unwise; indeed it would be better to cut the work out of the curriculum entirely than to have it done poorly. I therefore earnestly ask that we be given a full hour and a half for each lesson and that other provision be made to secure the time for transit from school to school. I would like to have two hours for each of the eighth grade classes; but as it is impossible to take care of all eighth grade classes in the five afternoon periods, and also impossible to give three two-hour lessons in the school day, I restrict my request to the full hour and a half period for each class, the periods to be from 9 to 10.30, and 10.30 to 12 a. m., and 1 to 2.30 p. m.

## WORK IN DETAIL.

In the seventh grade the division of the 35 lessons has been as follows: Five for meat, six for vegetables, five for breads, three for cakes, two for cereals, two for fruits, three for desserts, two for fire making, and one each for salad, soup, candy, ice cream, table setting, housekeeping and general cleaning.

In the eighth grade it has been as follows: Four for meats, four for fish, six for vegetables, four for bread, two for cake, two for pastry, three for desserts, two for soups, and one each for salad, canning, candy, ice cream, table setting, fire making, care of plumbing, and general cleaning.

In the eighth grade, in addition to the one lesson on general table setting and serving, part of four other lessons has been devoted to table service. One week a soup was made and served, the next week a meat and one vegetable were cooked and served, the next a salad, and the fourth week a dessert, thus giving a four course-dinner—a week's lesson being a course. For this work four members of the class were selected each week to represent a family consisting of mother, father, daughter, and guest. The daughter attended to setting the table; then the class criticised the work. If a single thing had been left off or if things were not placed properly on the table her work was considered imperfect.

When the food constituting the lesson for the day was ready to be served the members of the improvised family seated themselves at the table and the daughter brought in the food and the plates, placing them before the one whose duty it was to serve it, then, taking her place at the table, partook of the food with the other members of the family, and contributed her share to the social life of the meal hour. After the food had been eaten the daughter left her place at the table, removed the dishes and the surplus food, and brought in the dishes for the next part of the meal, again taking her place at the table and becoming a member of the family.

The object of these lessons was to teach the orderly service of meals without a waitress and some points of table etiquette. The pupils entered heartily into the spirit of these lessons, enjoyed them thoroughly, and in many cases took upon themselves the duty of setting the table and serving the meals in this way in their own homes.

This work has been given in some schools for several years, but this is the first year it has been given in all of them. Each center is now equipped with a square kitchen table, the necessary table covering and linen, and plain white china to serve a four-course dinner to four persons. The table in use is too small, but gradually larger ones will be secured for each center.

Each center should also have a gas range and water heater in addition to the coal range that the care and control of both may be taught.



The use of gas stoves, especially during the summer months, is rapidly increasing and pupils should be taught how to use them.

The domestic science work in the McKinley school is planned for four years. During the first and the second years the subject for study is the food supply. The lessons are similar in kind and number to those given in the eighth grade, but the method of giving them and the object of the work are different. Each pupil is given a small amount of material with which to make experiment to determine the composition of it and the effects water, heat, and other agents have on the chief food principle contained in it, and from this determines how the food should be treated during the process of cooking. A small quantity of material containing this food principle and written directions for making some dish are then given to each and she proceeds to apply the knowledge gained from the experiment. In this way the nutritive values of the foods and the principles of cookery are learned. When the principles are once well learned the girl will need a cook book simply to find the proportion of materials for the dish, and after a few years' experience she will be able to discard the cook book.

During the last half of the second year the subjects for study are the proper combinations of food materials, the amount of food required by the ordinary person, and the service of meals by a waitress. Many menus are planned for different seasons of the year and for different sums of money, and the amount of building and energy-producing food in each is calculated. Actual experience is given in purchasing, preparing, and serving meals. This work gives the experience which will enable the girls to intelligently supervise the feeding of a family.

During the autumn of the third year the subject for study is the preservation of foodstuffs. Such fruits and vegetables as are available are canned, preserved, and pickled. After this a series of lessons in laundry work is given. In this course as in the cooking experiments are made to discover the principles involved. Soap is made and tested for free fat and free alkali. Experiments are made to determine the value of the different bluing and stiffening agents, after which such articles as ribbons, laces, table linen, aprons, shirt waists, and collars are laundered.

The last nine weeks of this year the third-year class spent in studying the house. Such subjects as the location and plan of the house were discussed. Under location—the neighborhood, the character of the ground on which it was built, and by which surrounded, and the accessibility, were considered. Under plan—the arrangement, size, and use of rooms and the sun plan of the house were considered. House plans were studied and drawn, some being drawn to scale.



During the fourth year physiology, hygiene, the care and feeding of the invalid and convalescent and how to treat the common emergencies are the subjects for study. In connection with this such subjects as the inspection of and care in handling the food supply, especially meats and milk, and the cleaning of streets and public buildings are discussed. In addition to this a few lessons in the use of a chafing dish and the making of extracts and baking powders are given.

The pupils taking the two-year course have been able to cover practically the same ground as those taking the four-year course, but the arrangement of subjects has been different.

All pupils are required to take a certain amount of English, mathematics, science and art, thus assuring a well-rounded general education for all who pass through this school.

In the domestic science laboratory the principles learned in the physics, chemistry, and biology laboratories are applied and the domestic science work is often used by the teachers of these other subjects to illustrate the principles they are teaching.

Our aim in all this work is to make the girls feel that as home makers they will have ample scope to use the broadest education they can obtain, and that to be good home makers they must have this broad education. Moreover that the home maker is as great a factor in the economics of the home as is the bread winner, for on her ability to produce and control conditions depends the physical, mental, and spiritual well being of those for whom she makes the home, and on her wise management of the income depends, to a great extent, the financial success of the home.

#### NIGHT SCHOOLS.

Three of the school kitchens were opened for night classes—one at the Jefferson, one at the B. B. French, and one at 212 H street. The majority of the people who attended these schools were home makers, and realizing they were not competent to select, prepare, and serve food properly were eager to become proficient. They asked many questions, put into practice the things learned, and wrote down in their notebooks for future use many suggestions which were given. They were eager to learn how to plan and serve meals and how to feed children.

Immediate tangible results are obtained in this work, hence more centers should be opened.

#### TEACHERS' MEETINGS.

As in other years, the teachers have met on the first Tuesday in each month to plan and discuss with me the work for the next month, and on the other Tuesdays of the month they have met for study,

attendance at these meetings being voluntary. A reading course offered by the School of Home Economics was begun in 1904 and completed in November, 1906. This course embraced such subjects as principles of cookery, food and dietetics, chemistry of the household, and household management.

In December, 1906, we began to read "James's Talks to Teachers" on psychology and life's ideals. After completing that we began to read "McMurry's Method of the Recitation," and will finish it next year.

The discussions at these meetings have been entirely free and open, and, aside from improving the teaching, have been the means of making the members of the corps better acquainted with one another.

Our great need is for better accommodations in certain sections of the city.

The old building on Wisconsin avenue known as the High Street School is in a very dilapidated condition and should be torn down and replaced by one specially planned for industrial work. The old church at Tenleytown is used for the industrial work given the pupils of that section, but is a most unsuitable place and should be torn down. We are occupying rented buildings at Eighth and I streets, at 1245 G street, and at 646 Massachusetts avenue NE., also at 607-609 O street NW., all of which are unsuitable for school purposes.

In each section of the city there should be one or more buildings specially adapted to the industrial work and owned by the District of Columbia.

It is absurd to teach one thing in regard to condition of home kitchens and have the opposite of these exist in the school kitchen. As one can not estimate the influence which the environment has on the child, the conditions in the school kitchen should be as nearly perfect as it is possible to have them.

The one room at the Jefferson will not accommodate all the pupils in south Washington, and, as it is impossible to secure another room in that section, some of the pupils may be deprived of the lessons next year.

When the addition to the Petworth School has been completed, a cooking center ought to be established there, for it takes too much time from school to go to Brightwood. It requires three-fourths of an hour to walk from Petworth to Brightwood. The pupils from Chevy Chase and Langdon have to come to centers in the city if they wish to take the work, as it is impossible to secure a room in either section for it.

Very respectfully,

EMMA S. JACOBS,  
*Director of Domestic Science.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## REPORT OF THE DIRECTOR OF DOMESTIC ART.

SIR: I have the honor to submit the following report of the work of the domestic art department for the school year ending June 30, 1907:

The actual work of the department was begun September 24, the first week, according to custom, having been spent by the teachers in the preparation of materials and their distribution to the various schools.

No changes were made in the personnel of the corps, the number remaining the same as last year—20 teachers for the graded schools and 3 for the McKinley Manual Training School.

The whole number of pupils to whom instruction was given during the year is 7,983—7,826 in the grades and 157 in the McKinley School.

Teachers' meetings were held monthly, for discussion and outlining of work; and the plan, inaugurated last year, of having each teacher bring to the meetings finished class work, was continued this year. This plan affords the only opportunity for each teacher to see what is being done by others, and is especially helpful to the new or weaker teachers.

The work in this department has two objects in view—to create in the child an appreciation of the dignity of manual training and to give her an opportunity to express her own ideas in the work of her hands.

The child, when she begins to think of it at all, first looks upon the "making of things" as play. A little later she comes to regard it as a phase of activity which is far below the activity of the intellect in the scale of human endeavor. This is the idea that she retains until she realizes that the easiest and the surest way to express her best thoughts and make them live is to put them into something made. As soon as she has called to her attention the undeniable effect that clothing, furniture—all the utensils of living, so to speak—have upon her life, even upon her ethics, she will begin to learn the law of proportion and fitness, which she must know before she can lead a perfectly well-balanced existence.

Realizing its importance, then, and its relative value, each little girl who is taught to make some small household article or garment will have a high standard of perfection. She will know that it



must be beautiful, and she will learn that its beauty consists in its fitness for the use to which it is put. The value of simplicity is instilled on every occasion into the minds of the pupils.

Sewing is begun in the third grade, and as soon as possible the pupil begins to apply what she has learned. A certain period at first is devoted to preparation and drills, the teacher giving simple, interesting talks on the various textiles and the tools which are to be used. After this the elementary stitches, basting, running, stitching, hemming, overcasting, and overhanding are taught, and with these as a working basis the child is encouraged to put them to practical use. She makes small, easily constructed articles—bags, kitchen holders, pin disks, etc. These she is interested in, because she can see their usefulness and because she is giving expression to her own ideas.

In the fourth grade the work becomes somewhat more complicated. A small apron is first made, involving most of the stitches previously learned, with "gathering" as the new lesson. Patching is next taught, and results along this line are especially gratifying. An advance is then made to pattern drafting—a small gored dress being drafted, cut, and made.

All teaching is applied in the fifth grade, as well as in the third and fourth. Drafting and miniature garment making occupy a part of the time, and buttonholes are taught in the various stages of their making. In connection with "darning," the principles are first illustrated by weaving exercises before the actual darning is done.

In the sixth grades the pupils, instead of having their sewing lesson in the regular class room, go to rooms in adjacent buildings specially fitted for the purpose. We have at present 18 of these sewing rooms, equipped with tables, chairs, lapboards, dress systems, pincushions, scissors, tracers, and facilities for pressing. With the exception of two county classes, all the sixth grade pupils have the advantage of this work. Here the elements of dressmaking are the principal subject for instruction.

A gored skirt and waist are made from measurements, thus giving facility in the handling of the various implements in cutting patterns, in putting garments together, finishing seams, sewing on hooks and eyes, and in the use of the sewing machine, to a certain extent. When a pupil finishes this work before the allotted time, she puts her efforts upon the making of the cap, sleeves, and apron which she will use in her cooking classes during the next school year.

## M'KINLEY MANUAL TRAINING SCHOOL.

The work in this school is naturally along much more advanced lines, and includes hand and machine sewing, dressmaking, tailoring, and millinery.

The course begins with the making of underwear. The value of perfect hand sewing is taught, with its beauty and refinement, in contrast to machine-made garments. This principle, however, is not allowed to pass beyond the bounds of practicability, for the machine is used to a large extent also.

During the second year shirt waists and shirt-waist suits are made in varying degrees of elaborateness, the girls bringing their own materials from home. Here, as throughout the course, fitness of fabric, color, and design to the occasion is dwelt upon, and appropriateness is taught as the first tenet of good taste.

With increasing knowledge and experience, the third and fourth year pupils give more time to drafting, fitting, the study of the form and correct lines, designing, tailor work, with the different processes of shrinking and pressing cloth which are involved, and later make more elaborate waists and dresses, most of the girls making their graduating gowns. (The pupils taking a two-year course do practically the same work, having four periods per week instead of two, as in the four-year course.)

Much interest is shown in the making of these garments, principally on account of the fact that most of the designs are original.

There is ample opportunity for correlation of the pupil's art work with the sewing, for she may apply in the one the principles of harmony of color and line that she has learned in the other. It is hoped that the work in design may be further developed, for it has proved of twofold benefit—it stimulates interest and raises the intrinsic value of the work.

The use to which the pupil's English training may be put in the domestic art work is obvious. Essays are written throughout the course bearing upon the textile studies and the work done, and a comprehensive thesis is required of each student for each quarter of the school year.

The course in millinery begins in the second school year, with the drafting and making of frames. Instruction is given in the use of the special implements needed in this kind of work and in the special forms of sewing demanded.

The frames are then covered and trimmed according to original ideas. Material is provided for the pupil until she has mastered the technicalities, when she may bring materials from home. Methods of renovating artificial flowers, feathers, velvet, lace, and ribbons



are explained. This creates a greater amount of usefulness, besides promoting economy and self-respect.

Nearly every girl in the McKinley school who takes the millinery course makes all the hats she wears, besides many for members of her family.

A number of the girls are now teaching and carrying on a business for themselves with marked success.

Sewing classes to be held at night during the next school year are being arranged for at this school. It is hoped that this effort may be but the beginning of a more widespread system of such schools. The establishment of several of them in the poorer districts of our city, where the elements of neatness and the rudiments of sewing could be taught, would doubtless bring about a change for the better among some of these more unfortunate members of society.

With the increasing number of classes and the opening of several new school buildings in the next school year, I find that I shall require one new teacher in my department, and as we have no eligible list from which to draw I would suggest that sewing be included among the subjects for the examination to be held June 14 and 15.

Before closing with the usual statistical report, I wish to acknowledge the support given me by all school officials and the teachers engaged with me in this work.

Very respectfully,

MARGARET W. CATE,

*Director of Domestic Art.*

Dr. WM. E. CHANCELLOR,

*Superintendent of Public Schools.*



*Third, fourth, and fifth grades.*

## PLAIN SEWING.

Name of teacher.	Where teaching.	Number of classes.	Number of pupils.
M. C. Henry.....	Adams, Force, Berret, Dennison, Harrison, Thomson, Seaton.	22	479
C. L. Stanton.....	Jackson, Fillmore, Curtis, Addison, Corcoran, Threlkeld, Tenley.	24	500
Kate Graham.....	Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley, Potomac.	25	545
Caroline Dodson.....	Grant, Toner, Webb, Pierce, Wheatley, Jefferson.....	23	468
M. E. Lattell.....	Phelps, Webster, Tyler, Cranch, Edmonds, Maury.....	24	553
Josephine White.....	Johnson, Hubbard, Ross, Morgan, Chevy Chase, Monroe, Peabody.	23	525
Lora White.....	Emery, Eckington, Brookland, Woodburn, Blair, Hayes, Blow, Taylor.	23	492
M. G. Gregory.....	Towers, Wallach, Carbery, Edmonds, Reservoir, Curtis, Benning, Kenilworth.	23	387
A. B. Conway.....	Gales, Blake, Langdon, Brightwood, Petworth, Takoma, Henry.	23	496
E. E. Smith.....	Brent, Dent, McCormick, Lenox, Buchanan, Orr, Van Buren and Annex.	24	546
K. E. Bresnahan <sup>a</sup> .....	Ludlow, Taylor, Madison, Hamilton, Stanton, Congress Heights, Weightman, Abbot.	19	406
M. V. Conboye <sup>a</sup> .....	Franklin, Twining, Abbot, Hilton, Peabody.....	14	301
A. S. Medford <sup>a</sup> .....	Arthur, Polk, Gage, Henry, Morse.....	14	324
E. R. Thornton <sup>a</sup> .....	Wallach.....	1	21
Total.....		282	6,043
Average number of pupils per class.			21.4

<sup>a</sup> Teaches in special rooms also.*Sixth grade.*

## SPECIAL SEWING ROOMS.

Name of teacher.	Location.	Pupils received from—	Number of classes.	Number of pupils.
A. M. Wells.....	Dennison School.....	Dennison, Berret, Harrison, Phelps, Adams, Force, Franklin, Thomson, Morgan, Chevy Chase.	15	221
S. C. Bartholow.....	No. 607 O street, nw..	Henry, Polk, Twining, Abbot.....	8	124
S. C. Bartholow.....	No. 212 H street, nw..	Seaton, Webster, Blake.....	6	90
E. R. Thornton.....	B. B. French.....	Wallach, Towers, Dent, Brent, Lenox, Buchanan, Tyler, Cranch.	14	225
S. M. Davidson.....	Peabody School.....	Peabody, Carbery, Hilton, Maury, Edmonds.	9	151
S. M. Davidson.....	Johnson Annex.....	Johnson, Hubbard, Ross, Monroe.....	6	93
A. L. Norris.....	No. 494 Maryland avenue, sw.	Jefferson, Smallwood, Bowen, Greenleaf, Bradley.	11	172
A. L. Norris.....	No. 212 H street, nw..	Arthur, Gales, Langdon.....	3	57
Genevieve Cassin.....	High Street School.....	Curtis, Addison, Jackson, Fillmore.....	7	101
Genevieve Cassin.....	No. 730 Twenty-fourth street.	Grant, Toner, Weightman, Corcoran.	6	96
Genevieve Cassin.....	Tenley Annex.....	Tenley.....	1	19
R. E. Wilson.....	Northeast Industrial.	Taylor, Ludlow, Madison, Pierce, Webb, Blow, Blair, Hayes, Hamilton, Benning, Kenilworth.	15	212
A. S. Medford.....	Brightwood School.....	Brightwood, Petworth.....	2	27
A. S. Medford.....	Takoma School.....	Takoma.....	1	16
A. S. Medford.....	Van Buren School.....	Van Buren, Van Buren Annex, Orr.....	3	49
M. V. Conboye.....	Emery School.....	Emery, Eckington, Gage.....	4	78
M. V. Conboye.....	Brookland School.....	Brookland.....	2	26
K. E. Bresnahan.....	Good Hope.....	Stanton.....	1	8
K. E. Bresnahan.....	Congress Heights.....	Congress Heights.....	1	20
Total.....			115	1,783
Average number of pupils per class.				15.5

## REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

SIR: I submit herewith my report for the year ending June 30, 1907.

Every graded school in the District of Columbia received during the year eight visits from the special teacher of physical training. Upon each visit the regular teacher showed the work as carried on by her during the previous weeks, after which a new lesson was given by the special teacher.

As the result of work seen monthly and reported by the special teacher at that time, the records at the end of the year showed that out of 710 white teachers, 304 were excellent, 198 very good, 142 good, 59 fair, and 6 poor. Since those higher than fair may be considered satisfactory, it is shown that 638 teachers, or 89 per cent of the whole number of teachers, have done credit to the work.

### AIMS OF WORK.

The educational, corrective, and physiological effects of physical training are well known and need not be dwelt upon. I will, however, briefly state the aims of our work in the public schools, which are as follows:

*First.*—The formation of right habits of action in such ordinary activities as walking, standing, rising, sitting, ascending and descending stairs.

*Second.*—The prevention of postural defects and irregularities.

*Third.*—Enough regular, systematic, all-over exercise to secure a symmetrical development of the body.

*Fourth.*—The power of taking full, deep respirations under all ordinary circumstances.

*Fifth.*—A vigorous condition of the nervous system, which gives such control over muscle and movement as will enable children to make the best use of their bodies.

Exercises are chosen with special reference to their hygienic value. Much of the school work being done while sitting at a desk, the physical tendency is inward and downward. For this reason exercises which expand the chest, which stretch the muscles outward and backward, and which strengthen the muscles of the back are specially sought. Movements which bear directly upon the internal organs, aiding the involuntary muscles to do their work, are also given. Other exercises increase the mobility of the ribs, thereby enlarging the capacity of the thorax, a condition most favorable to the breathing mechanism.



A group of such exercises, successively calling into action the head, trunk, arms, and legs, increasing the blood supply in these parts, constitutes one of our gymnastic lessons.

#### SPECIAL FEATURES OF YEAR'S WORK.

*Outdoor gymnastics.*—We have encouraged teachers to take pupils out of doors for their gymnastics whenever the weather permits. This plan admits of fresher air during exercise, gives the teacher a better opportunity to see the work of each child and to give individual attention to the manner of going up and down stairs. Besides this, the change of scene relieves school monotony and has a joyous reflex effect upon the child.

*Rising for recitation.*—A special effort was made during the past year to improve the pupil's manner of rising and standing for recitation. In years past teachers have not held pupils up to the high ideal of graceful rising and good standing insisted upon during the gymnastic period, thereby losing the opportunity to make a practical application of the gymnastic lesson. The greatest improvement in this respect was made in the lower grades, since it is constantly being impressed upon the young teachers during their normal course.

*Rhythmic movements.*—Some children need to have their sense of rhythm cultivated. Most children, however, have by nature a feeling for rhythm and specially like the exercises wherein this element is introduced. Such movements, besides serving some general purpose, corrective or physiological, are desirable on account of the joy accompanying the work. In connection with the music work of the grades we were sometimes enabled to add tune as well as rhythm, the children singing la la, or counts. Words of songs were not used when expression would be sacrificed.

*Dancing movements and fancy steps.*—Dancing belongs to a group of play activities which we are desirous of incorporating into our physical training system. As a continuation of certain rhythmic exercises in the lower grades, more dancing movements were introduced into the fifth and sixth grades. By means of these movements balance and control of muscles are cultivated. Moreover, ease and economy of movement are acquired, all of which is synonymous with grace, giving a certain degree of poise, presence, and bearing.

*Special program.*—The program as planned for the year and carried out, giving to each building a certain day, worked most satisfactorily to all concerned. To the regular teacher the advantage consisted in knowing just when to expect the special teacher, planning for her visit, and avoiding the possibility of having work interrupted. On the part of the special teacher, there was no danger of conflicting with the program of another special teacher, and being expected at a certain time she found the class in readiness for her work.



The disadvantage of the set program was that it admitted of more substitute work than was desirable. Schools omitted on account of temporary illness of the special teacher had to be taken by a substitute, whose work is never so good as that done by the special teacher. A flexible program, as heretofore carried out, prevented this and gave the special teacher the opportunity to change whenever in her judgment it was for the betterment of the work.

#### RECESS PLAYS AND GAMES.

I consider out-of-door plays and games at recess a part of the physical training course, supplementing the systematic body training of the schoolroom.

Early in April an extra visit was made by the special teacher, who taught each class a new play or game adapted to the grade, and at the same time suggested others in keeping with the season, age, and sex of the children. These games are played outside of the school, in the neighborhood of the home and wherever groups of children congregate and play together.

The most desirable games are those in which many children can join at once, regardless of special skill on the part of the individual. Some of the best games for older children are those which demand the use of a large leather ball. It is expected that next year every school in the District of Columbia will be supplied with two such balls, one for the boys and one for the girls.

#### AFTERNOON RECESS.

Considered from the standpoint of school hygiene alone, by far the wisest innovation of the year was that of the afternoon recess. It gives the schoolroom a chance to be aired, an opportunity for pupils to breathe fresh air for a few minutes, the exercise of going down and up stairs, and a change of scene at a time of the day when mental relaxation is most desirable.

#### NORMAL SCHOOL.

The work in the normal school consisted of:

1. Weekly talks by the director of physical training upon the general subject of school hygiene, which included the following topics: Bad habits of posture and means of their prevention, management of the adjustable seat and desk, ventilation, temperature, and lighting of the schoolroom, care of the eyes, tests for vision and hearing, contagious diseases, cleanliness, the school program, fatigue, exercise, school gymnastics, school recess, plays and games.

2. Observation of model gymnastic lessons given by the director in the four primary grades of the practice schools.

3. Critical observation and discussion, with the director, of gymnastic lessons given by members of the senior class.





CHILDREN'S GARDEN, U. S. DEPARTMENT OF AGRICULTURE.

Normal School class at work in outdoor laboratory.



4. Daily gymnastic exercises for one's own physical benefit.
5. Practice with children in the various classes of the practice schools.
6. Weekly observation and private criticism of the same by the director.

## RECOMMENDATIONS.

1. That in planning all new school buildings of the larger type, a large room corresponding with the assembly hall be made available for gymnastic exercises. That sufficient playground space be purchased so as to admit of at least 30 square feet per pupil. That these buildings have the cloakrooms so planned that the wraps of children can be separated, at least by partitions.

2. That one person be charged with the special duty of general oversight of school furniture and the proper seating of pupils. This duty would include passing upon the acceptance of furniture which may not come up to the required standard, the proper placing of seats and desks, replacing of old furniture when necessary, instructing new janitors regarding the mechanism of adjustment of the adjustable seats and desks, seeing that children are measured and the seats and desks fitted to them, so that the purpose for which the adjustable furniture is intended be actually carried out.

3. That each school building in the District of Columbia that has no playgrounds, as well as those having playgrounds, be equipped with a certain amount of movable paraphernalia with which the children can play at recess.

4. That in each school building the morning recess be supervised by one of the teachers, who, by suggesting and directing games, will arouse interest in and enthusiasm for play.

5. That more time be devoted to body training in all the grades, admitting of two effective periods during the day, so that it may be possible to go out of doors when desirable.

6. That each schoolroom be supplied with a large clock, enabling the teacher to realize the passing of time, so that the time program as planned may be closely followed, preventing the fatigue of over-long study periods.

7. That on the pupils' report card sent home for the parent to sign, "Physical training" be printed as one of the essential activities of the school for which the child is held accountable, and a report given by the teacher.

Very respectfully,

REBECCA STONEROD,  
*Director of Physical Training.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

## REPORT OF THE DIRECTOR OF KINDERGARTENS.

SIR: During the school year 1906-7 five new kindergartens were opened for white children, making the total number at present 34. It is a matter of regret that two kindergartens out of the five recently established were housed in rented quarters, owing to the crowded conditions of the school incident upon the passing of the law for compulsory education.

We now have five kindergartens located in rented rooms or halls and in nearly every instance the conditions are unsatisfactory. In neighborhoods where the kindergarten is most needed for its influence in the community it is either crowded out altogether or housed in such cramped quarters that it can minister only to a few.

One of the new kindergartens opened furnishes an additional practice school for the kindergarten department of the normal school. This gives us three kindergartens, two at the Seaton and one at 1017 Twelfth street, where students can practice under direct supervision. Every effort has been made during the past year to render this practice work effective.

The students are arranged in groups, with six consecutive weeks of practice alternating with six weeks of theory. This arrangement gives each student eighteen weeks of practice during her senior year.

The kindergarten department is very recent in the history of the normal school, having just completed its second year. The kindergarten trainer who had charge of this branch of the work at its inception two years ago resigned to accept a position at Teacher's College, New York, at the close of the first year.

The present training teacher, Miss Helen Gordon, came to us from Denver, Colo., having taught in the normal school there for three years. She has brought to her work a rich and varied experience, a broad culture, and a consecration to the ideals of her profession, which have already won for her the loyal support of her students and coworkers.

Regular classes for all teachers and substitutes in the kindergarten department have been held by the director throughout the past year. The program class for the principals was held at the Franklin School and that for the assistants at the Phelps School.



CHEVY CHASE SCHOOLS.

Bird boxes made by the pupils to be placed in the trees of the school yard.





Reports and samples of work done in the various kindergartens are brought to these meetings, matters of general interest to the department are discussed, and an outline of work given.

A class for occupations was also organized in the early fall and met every two weeks during the school year. This class was for the purpose of introducing some new hand work to enrich and supplement the old. The meetings were held at the Phelps School, where the teachers have access to materials which enable them to test the value of new suggestions by practically doing the work.

In addition to these classes, Miss North, assistant in the drawing department, very kindly consented to give the kindergarteners a practical course in art instruction. This course was divided into two periods, one in the fall and the other in the late winter, and proved of very great value to the teachers, attested by marked improvement in their work with the children.

At the conclusion of this course, Miss North met the kindergarteners at the Corcoran Gallery and accompanied them through the exhibit of American artists, pointing out in the various paintings the elements which entitle a composition to be classed as a work of art.

An exhibit of the various kinds of hand work done by the children in our kindergartens was sent in April to the annual meeting of the International Kindergarten Union, which was held in New York. The materials for this exhibit were collected from the different kindergartens and, so far as the limited space allowed, the exhibit was fairly representative of the public work.

Every chart sent contained free work alone, no regular schools of work were included.

The exhibit comprised inventions in sewing—that is, original combinations of lines into symmetrical designs, weaving, folding, free cutting, drawing, and painting.

The exhibit sent by the kindergarten department of the normal school was a large white house of colonial design, the decorations and furnishings of which were planned and carried out entirely by the students. Thirteen different kinds of kindergarten hand work were illustrated.

By permission of the superintendent, 17 of the kindergarteners, or about one-fourth of the entire number of white teachers in the department, went to New York, at their own expense, to attend the meetings of the International Kindergarten Union, to see the exhibit of work, both students' and children's, from various sections of this country and to visit the kindergartens in New York and Brooklyn.

In almost all of our kindergartens an earnest effort has been made during the past year to draw together the home and the school by

means of mothers' meetings. These meetings have long been a regular part of the kindergarten work, but their character and frequency are left entirely to the individual teacher, as she can best discern the needs of her special neighborhood.

There is a problem which ever confronts both the kindergartener and settlement worker, namely, how to secure the attendance at such meetings of the careless, the indifferent, and the morally deficient parents. House to house visiting has been tried to supplement or to take the place of the regular meeting. In some instances the changes effected by the kindergarten have been marked, while in other places the knowledge of conscientious effort on her own part is the only reward which the teacher receives.

In one of our large southeast kindergartens a mothers' club was formed during the winter. The members number 35, elect their own officers from among themselves, and plan their monthly meetings, which are held in the kindergarten room.

Here the mothers are studying the children's songs and learning suitable stories that they may draw closer to their children, may indeed "live with them." Another feature of school work which has had a direct effect on the home is the school garden.

Kindergarteners feel that they were the pioneers in this great movement in our Washington schools, which now has such deep significance and such broad scope. Small plots of ground have been planted and cared for by the children in the various kindergartens ever since this form of training became a part of the public school system, and each year the children report home gardens which are the direct result of the interest awakened by the school work. These gardens not only afford an opportunity for active exercise in the open air, but they help to develop constancy of purpose, individual responsibility, and afford a possibility for acquiring a fund of related experiences.

In closing this report I respectfully recommend the following changes, which I trust will render the work in this department more efficient and contribute to the greater comfort of both children and teachers:

*First.* The housing of kindergartens as soon as possible in school buildings.

*Second.* A definite statement embodied in the rules governing the public schools regarding the age of admittance to the kindergarten. I respectfully recommend that this age limit be made from 4 to 6 years.

*Third.* That the principal of a kindergarten be granted the privilege of withholding promotion when in her judgment a child is not able to take the first-grade work.





CRANCH SCHOOL.

Stages of development in the improvement of a back yard by boys of the sixth grade.





CRANCH SCHOOL.

Stages of development in the improvement of a back yard by boys of the sixth grade.





*Fourth.* That the annual increase of salary for all kindergarten teachers be placed at \$50 instead of \$25. At the present rate a kindergartener must teach ten years before reaching the maximum of \$900. She is outside of the line of grade promotion.

*Fifth.* That an assembly room be provided in which regular classes may be held.

Very respectfully,

CATHARINE R. WATKINS,  
*Director of Kindergartens.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

## REPORT OF ATTENDANCE OFFICER.

SIR: I have the honor to make the following report of the work done by the attendance officer for the white schools for the school year ending June 30, 1907:

Cases of truancy reported from schools.....	327
Cases of absence reported from schools.....	710
Cases of nonattendance reported from schools.....	161
Cases found by attendance officer.....	38
Cases reported by others.....	128
Total.....	1,364
Truants returned to schools.....	326
Absentees returned to schools.....	639
Nonattendants entered in schools.....	166
Total.....	1,131
Visits made by attendance officer to schools.....	399
Visits made by attendance officer to parents or guardians.....	1,813
Visits made in the interest of the work.....	96
Total.....	2,308
Number of business houses investigated.....	17
Number of three days' notices served.....	267
Number of warrants sworn out.....	17

### RESULT OF COURT CASES.

Court cases have resulted as follows: One parent fined; 1 personal bond taken; 1 case settled out of court; 14 cases tried in juvenile court—boys put on probation or placed in institutions.

Very respectfully,

EDNA KEENE BUSHEE,  
*Attendance Officer.*

DR. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## REPORT OF ATTENDANCE OFFICER FOR COLORED SCHOOLS.

SIR: I have the honor to make the following report of the work done from September, 1906, to June, 1907:

The compulsory-education law is an effective means of placing children in school who would not otherwise attend. Since the appointment of attendance officers the steady increase has been marked. The effect of this new department of school work in the District is being felt. The enrollment of children, especially in the primary grades, is unprecedented. This might be attributed to the fact that at my suggestion placard copies of the law were printed and placed in conspicuous places of business, with the request that they be put in sight, so that all who came might read them. Material assistance has been rendered by the ministers, police, juvenile court, Associated Charities, citizens, school-teachers, and school officials in the work of forcing delinquent pupils into school. There are many absentees because of ignorance of the law, but when attention is called to it I am glad to say that the majority of parents get their children in school without delay. It is only necessary to call attention to the compulsory-education law to secure the best results.

The compulsory-education law has produced two results. The moral effect has tended to increase the enrollment. The activity of the officers charged with the responsibility of enforcing this law has contributed largely toward this increase. Each case reported is investigated. The cooperation of the juvenile court has been such as to aid in this material increase.

The general conduct of the schools is good. The neatness in the buildings is marked. In the many visits made by the attendance officer the most enjoyable are those paid to the classes of little boys numbering 41 and 52, respectively, and taught at the Lovejoy School, eleventh division, and at Garnet School, twelfth division.

It is gratifying to note at this juncture that at least one principal has not found it necessary to report incorrigibles and truants. Upon inquiry I have learned that the teachers have a profound interest in the pupils and frequently visit their homes. As a disciplinarian this principal has shown her ability to control from 300 to 400 pupils in a thickly-settled section of the eleventh division, where incorrigibles and truants are numerous. The same may be said of a principal

having in charge about 900 pupils in the tenth division. Such disciplinarians as these, and in fact the entire corps of teachers, furnish ample evidence that the children intrusted to their care will, with the proper home environments, become good and law-abiding citizens.

The effect of the ungraded and atypical classes on the general system is indicated by the improvement of discipline in the class room, the teacher now having to spend her time and energy in the development of the remaining pupils. The separation of the mental deficients, truants, and incorrigibles enables the teacher to spend more time on the curriculum mapped out by the board of education.

May I suggest here that visits be made by the teachers to the homes of pupils, thereby securing regular and better attendance? The irregular attendance has been a source of great annoyance, and in order to avoid legal procedure in such irregularity I write a personal letter or preliminary notice calling attention to the violation of the compulsory education law, and giving fair warning to the parent or guardian. This procedure, I am glad to state, has had the desired effect. In my many visits to the numerous alleys and courts throughout the city I have noted the insanitary conditions of nearly all of them. Often the stench is nauseating. The poorer classes live huddled in the blind courts and alleys because of cheap rent. Many houses known as flats, containing three or four rooms, house very large families. The District should remedy these conditions by enforcing a law providing for sanitary conditions in these places, thus securing to the poorer classes health, which is a rightful inheritance and one of the essential qualifications for good citizenship.

*Visits made from September, 1906, to June, 1907.*

To homes.....	925
To schools.....	273
In interest of work.....	48
Total.....	1,246
Number of new pupils in schools.....	1,643
Number of personal letters written.....	102
Number of notices served.....	40

I am gratified to have the result of my efforts felt. One principal reported that after one day's visit in a certain section of the city 17 new pupils were enrolled at her building; in another section 3 were enrolled in one day, proving the willingness of parent and child to abide by the law. The loafing places are generally in alleys, fields for ball games, and corners in the thickly settled sections.

Shoes have been furnished to a number of children by a fund raised by themselves during the winter, and centralized in the Associated Charities, together with an independent association known as



The Prudence Crandall Association. Shoes and clothing have also been furnished by the attendance officer in some cases.

There have been six cases in police court. The fine in one case was \$1 and in a second case \$20 or sixty days, which is the limit of the law. The remaining four cases were given reprimands and instructions to keep their children in school during the year.

In the juvenile court there were 14 cases. Three were committed to the Home Industrial School, one placed under the Board of Children's Guardians; the remaining cases were placed on probation, the court having a watchful care over them the rest of the school year.

I have had occasion to visit only one place of business, to investigate a case where a boy nearly 14 years of age was employed. He was allowed to remain at work with the consent of the superintendent provided he should attend night school. Children under my jurisdiction are not employed to a great extent in large places of business.

The effect of the compulsory education law in the city is good. We seldom see a crowd of children during school hours in the street. Habitual truants are few—in fact, very few truants have been observed. Parents express themselves as being glad to have the law, because it compels their children to attend school. Children feel that under this law they must be in school, which of course is the right spirit.

I would suggest in addition to this law an amendment. The age limit should be changed and made from 6 to 16, it now being from 8 to 14. Now, if a probation or parole of one hundred and twenty days be added it will give the child six months more, and really carry him well into the 15th year, thus preparing him for better citizenship, as a result of additional training.

Now, taking into consideration the vast population of our city and the large territory to be covered, I respectfully recommend that the number of attendance officers be increased to provide for the discovery of those who for many reasons are not inclined to obey the law.

Very respectfully,

IDA G. RICHARDSON,  
*Attendance Officer.*

DR. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## REPORT ON SCHOOL GARDENING, NORMAL SCHOOL NO. 1.

SIR: The formation of a school garden committee by the board of education, with Mrs. Justina R. Hill as chairman, gave official recognition the past year to the work. Largely due to Mrs. Hill's efforts, the first appropriation (\$1,000) was secured from Congress.

In October the children were granted the privilege to purchase bulbs to plant in the school gardens. This strictly voluntary contribution was sufficiently generous to make creditable displays of tulips, hyacinths, and narcissus. Many teachers gave lessons in bulb planting in window boxes and flowerpots for winter blooming in the schoolroom. The purchasing of the bulbs and seeds by the children affords the teachers the opportunity to give lessons in plant life, to encourage civic improvement and civic pride, and to teach most valuable ethical lessons. By this means the rights of ownership are practically taught. The children are the owners and the planters of the gardens. They are taught to protect their own and to respect the property of their companions. Experience the last four years proves this to be the only way to successfully combat vandalism. There are numerous instances of school gardens having been ruthlessly destroyed the first year of their existence, but reports from the principals of buildings show that since the feeling of personal ownership has been developed such instances are rare. Reports are given of the influence of such teaching being felt in the neighborhoods adjacent to school buildings.

The school yards of the District have improved vastly since the garden movement was organized. The principals of buildings have worked faithfully to accomplish what has been done under many difficulties.

In some cases the teachers feel their efforts have been wasted. It is difficult, and justly so, for them to be enthusiastic on the subject if no results are to be found in the fall. There has been marked improvement on the part of janitors in their summer care of the gardens, but few reports of lack of interest among them having been received. In most cases their work is reported as excellent. The discouragement exists, however, in places where repairs are made to buildings and where public playgrounds are located. The Berret School is an excellent illustration of the destruction of a garden by

workmen. Money, time, and hard labor had been expended by the children and teachers upon the very small yard, whose exposure made it still more difficult to grow flowering plants successfully. Last spring it was a beautiful garden. This fall its shrubbery is ruined and the lawn worse than it was four years ago, the contractors having used the yard as a dumping ground. It is asked that contractors be held responsible for such destruction in the future.

The Arthur, the Curtis, and the Addison schools have had their gardens destroyed during the summer by the children using the playgrounds. A closer organization of playgrounds and school-garden work in this city—following methods pursued in Boston and Philadelphia—would teach the children respect for public property and give them a healthful, useful occupation in connection with their play.

As the garden movement progresses, teachers will appreciate its underlying value. Rightly used, the garden is an additional room to the building, a laboratory equipped with the living plants, insects, birds, and problems for study and investigation. It should be a source of much material for nature-study lessons—not material that is to be studied in the schoolroom apart from its environment, but living material battling with other living materials for an existence. The planting of a garden is not the end but a means to an end. The successful or unsuccessful growth of a few plants should be one of the teacher's tools of developing her class physically, morally, mentally, and spiritually.

Unfortunately at the present time there is little means to instruct the teachers in the proper use of the garden or to give any supervision. Whatever instruction or supervision is given comes from the botany department of the normal school. Each year the classes graduated from the normal school are better equipped to use the gardens at the schools to which they are assigned. The exceptional opportunities given this school by the Secretary of Agriculture should make it one of the leading schools of the country in the development of practical nature study. Its graduates are ready to apply such instruction in the graded schools where there is an opportunity or to make that opportunity if necessary. The greenhouse on the grounds of the Department of Agriculture makes it possible for the classes to have actual practice in plant culture and propagation. Much care is given in the selection of plants suitable for work and to the practical application of the lessons to the graded schools. In the spring this material is sent to the school for their gardens. Thousands of plants were so distributed last spring. A large number of window boxes have been prepared by the classes for schoolrooms. The 2 acres of land on the Department grounds are used for gardens



for the schools in the vicinity and also afford practice to the normal students in conducting outdoor lessons.

Two hundred and seventeen children were assigned individual plots upon this land and were taught elementary horticulture and agriculture. These classes consisted of the boys of the sixth grades from the Jefferson and Bradley and both the girls and boys from the fourth grades of the same buildings. The classes reported one afternoon a week. Owing to the late spring and continued rains some of the classes did not begin work until the last of May.

In addition to these classes the boys from the ungraded school at the Gales were given weekly lessons. Their work began in March with greenhouse work and was continued outdoors until the close of school. This proved itself most valuable training for these boys toward the end, though it is recommended that land be procured for them nearer the building that they attend.

Four additional gardens of individual plots were established last spring. One was at the Blow School, one on a vacant lot rented by the Noel House, for the use of the Webb and the Pierce schools, one at the Cranch annex for the sixth grade boys of the Cranch, and one in the colored schools.

This work was continued throughout the summer with much interest. On the Department grounds there was a well-organized garden school opened six days a week. A systematic program was followed, one-half of the time being devoted to practical gardening, the other half to the geography, arithmetic, and nature study related to the practical work. Applications for membership in these classes were signed by the parents, and monthly reports were sent to them of attendance, industry, and practical results. The Department of Agriculture at the close of the session issued certificates to all children who made 90 per cent attendance during the summer and were recommended by their teachers for industrious work. One hundred and five children received them.

At the Blow School, and on the lot used by the Webb and Pierce schools, both morning and evening classes were held. The evening classes were very popular, as they gave the children who were employed during the day an opportunity to retain their plots. The soil at these two places is very poor, so the value of the crops was not large. No estimate, however, can be placed upon the training gained by the children in preparing the ground in early spring. The soil is of the later Columbian formation, the well-known boulder, pebble, and clay formation so common in the District. Wagonloads of boulders have been removed and must still be before the garden can be very productive.

Special attention is called to the garden of the sixth-grade boys for the Cranch School. This is located at the rear of the Cranch



annex on Twelfth and G streets SE. The yard is but little longer than an ordinary city back yard. Cartloads of ashes were removed from the yard and then the boys—18 in number—measured and staked off their plots, hauled manure from adjoining stables, prepared the soil and planted the yard in flowers and vegetables. The lessons were given once a week as at the other schools, while the girls were at cutting and fitting school. This gave the regular grade teacher an opportunity to attend the classes and work out the relation of the schoolroom work and the garden. This garden was open for work one morning a week during the summer. The market value of the crops gathered by the boys is a valuable object lesson to the citizens of the District of the way in which a city yard may be made a source of revenue. From this small space the boys took home \$35.12 worth of fresh vegetables. As an exercise in arithmetic the children daily calculated the value of the vegetables gathered at the current market prices. At the Blow School the crops were worth \$115.20; at the Webb and Pierce garden, \$60.50; at the Department of Agriculture, \$359.46, making in all a total of \$570.28 earned by the children in vacation. About \$50 should be added to this for the crops gathered before the close of school and the fall crops. In addition to this amount several bushels of green tomatoes have been sent to the cooking schools and large quantities of nature-study material to the schools, such as wheat, rye, flax, hemp, cotton, sorghum, brown corn, peanuts, and cut flowers. Money value can not be placed upon the training the children received during the vacation days. Four hundred and forty-five children were enrolled in the summer gardens. The sale of the penny packages of seed last spring gave them the opportunity to work at their homes. While the main purposes of this seed sale are to interest children in their homes and to make a more beautiful city, some of them have also made their home gardens a source of revenue. A little girl at the Gage School sold 62 cents worth of parsley from her cents worth of seed. A sixth grade boy at the Tacoma School made \$8 on his garden, and a first-grade boy \$1.25 on his parsley bed. The principal of the Benning School sends the following report:

A great change has been wrought in the appearance of the village yards, due, I know, to the ideas received at school. The flower show brought ample evidence of the children's interest in their home gardens. The first year vandalism was rampant in our school yard, but it would be a sly thief who could pick a flower now, for every neighbor and every child is a self-appointed guard. I believe the gardens have been a great power for good.

According to reports of the principals of buildings, about 60 per cent of the children retain their interest in the home gardens during the summer. This is a satisfactory showing, as many of our children leave the city for vacation. There should be a corps of teachers

to systematically plan and supervise this work and to direct the teachers in the educational value of it. It is therefore recommended that such teachers be appointed and so appointed that they may continue the work through the summer and receive the equivalent of the summer vacation during the winter. Special acknowledgment should be made of the conscientious and intelligent service, much of it voluntary, of Miss Lelia Lee, a first-grade teacher, who supervised the summer gardens, and of the following members of the class of 1907 of the normal school who assisted her: Misses Paterson, Dodge, Frost, Parker, Pyles, Troxell, and Gardner. To Mrs. Gardiner Hubbard and N. Studer, of Anacostia, the schools are greatly indebted for generous donations of hardy perennials, and to the members of the Business Men's Association for their efforts in Congress to obtain an appropriation for the work. Especially do I want to thank you, Mrs. Hill, the Hon. James Wilson, Secretary of Agriculture, and Dr. B. T. Galloway, Chief of the Bureau of Plant Industry, for the interest shown in the work and the opportunities placed at my command.

Very respectfully,

S. B. SIPE.

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

## REPORT OF THE KINDERGARTEN DEPARTMENT, NORMAL SCHOOL NO. 2.

SIR: Complying with your request of recent date that the teachers of normal school No. 2 furnish you with an outline of the course of study, samples of the daily program, and a brief statement as to the aim of the course, I make the following statement in a twofold capacity—as teacher in charge of the history of education for the junior class, department of primary education, and as kindergarten trainer having charge of the kindergarten department of the same school.

### PRIMARY DEPARTMENT.

*The course of study.*—History of education: Primitive education, oriental education, Greek and Roman education.

Education of the middle ages, in relation to the influences mutually exerted upon each other by Christianity and Greek and Roman thought and the conflicts and harmonies existing between these elements.

*No text in the hands of students.*—Sources from which teacher prepares material: A text-book in the History of Education; source book in the History of Education, etc., Monroe; Education of the Greek People, Davidson.

References for students: Geography, general history (Greek and Roman), books of travel, as for example Smith's Village Life in China, Chinese Characteristics, etc.

The aim of this course is both cultural and practical. It is cultural in that it is intended to show how education was influenced by the thought of each period and how it in turn influenced the destiny of nations according to the measure in which it met and dealt with the problems of each period. It is practical in that leading up to the study of the middle ages and modern educational reforms, a thorough understanding of which acquaints the student with the real nature of education, it gives him more respect for his profession and prepares him to meet intelligently the problems with which modern education is confronted.

### KINDERGARTEN DEPARTMENT, JUNIOR YEAR.

(Gifts, occupations, mother play.)

*Text.*—Mottoes and Commentaries of Froebel's Mother Play.

References for teacher (not in the hands of students): Pedagogics of the kindergarten; Education by Development, Froebel; Symbolic education; Letters to a Mother, Blow; Psychologic Foundations of Education, Harris; Through Nature to God, Fiske; The Ascent of Man, Drummond; The Building Gifts, Harrison; The Psychology of Froebel's Play Gifts, Snider.



The aim of this course is to suggest to the student the nature of mind, the method of its development, and to acquaint him with Froebel's educational means through practical experience with them in play; to suggest Froebel's method and to furnish the basis for intelligent observation and practice.

## SENIOR CLASS.

Fifteen hours per week practice in Miner kindergarten and in six other kindergartens selected among the public kindergartens of the city.

*Theory.*—History of education.

Same topics covered in junior primary class, together with the important factors affecting the middle ages and modern educational reform.

*Aim.*—General—same as indicated in class in primary department. Special—to explain Froebel's view point in regard to the thought of his time. No text. Teachers' references: Same as in the other class, with the addition of Quick's Educational Reformers.

*Mother play.*—Completing the individual songs and taking the book as a whole, showing how it is Froebel's highest educational achievement.

*Text, mottoes, and commentaries of Froebel's Mother Play.*—Collateral reading in literature, history, and biology for illustration of principles enunciated in each play.

*Advanced gifts.*—No text—but each gift is so used and explained as to show its meaning singly and in relation to all the others and the gradual unfoldment of the series to correspond to the unfolding mind in the child, as indicated in his increasing capacity to see differences in the world about him and his increasing constructive ability.

*Program.*—Study of educational means by which the child's occupations are made to react upon his selective interests, involving the explanation of the principles which underlie the kindergarten as a transition between the family and the larger institutions. No text.

Collections of stories, pictures, songs, and games, and discussions of their relative values as means to a definite end.

The aim of these combined activities is twofold:

(a) To make more definite all that was suggested in the junior year and to develop the power of adapting specific means to definite ends.

(b) To acquaint the student with Froebel's educational aim, and to demonstrate his educational method, and to arouse the conviction that continued self-culture is the condition of growth, that the cessation of growth means an arrest of development which implies in the subject utter incapacity for sane, healthy child nurture, and that whoever is unprepared to nurture the child in this way has no rightful place in a kindergarten corps.

Very respectfully.

CHARLOTTE E. HUNTER,  
Kindergarten Trainer.

Dr. WM. E. CHANCELLOR,  
Superintendent of Public Schools.

PROGRAM.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Remarks.
9.10	Gift.....	Occupation...	Mother play..	Supervising senior practice.		
10.15	Miner k-g-n...	Miner k-g-n...	Miner k-g-n...	do.....	Miner k g-n.	
11.10	Occupation...	Occupation...	Occupation...	Occupation.	Occupation.	
12.00	Recess.....	Recess.....	Recess.....	Recess.....	Recess.....	
1.30 to 3.30	Program with practice teachers.	Mother play..	History of education.	Kindergarten program.		Seniors.

JUNIOR CLASS.

9.10	Gift.....	Occupation...	Mother play..	Vocal culture.	Vocal culture.
10.15	Miner k-g-n...	Miner k g-n...	Miner k-g-n...	Miner k-g-n.	Miner k-g-n.
11.00	Physical culture.	Physical culture.	Physical culture.	Physical culture.	Physical culture.
11.10	Occupation.	Occupation...	Occupation...	Occupation.	Occupation.
12.00	Recess.....	Recess.....	Recess.....	Recess.....	Recess.....
1.00	Drawing.....	Study.....	K-g-n. music.	Study.....	Physical culture.
2.00	Drawing.....	Study.....	Study.....	Choral singing.	Study.....

## REPORT OF THE PRINCIPAL OF CENTRAL HIGH SCHOOL.

SIR: I have the honor to make the following report of the work of the Central High School for the year 1906-7.

I first desire to acknowledge my debt of gratitude to both the faculty and pupils of the school for their uniform courtesy and cooperation. There is in the Central High School no traditional feeling of antagonism between pupils and teachers, but rather a feeling that the interests of the school, the faculty, and the pupils are identical. That feeling makes the work of the principal seem always worth while. In the class room, teachers without exception seek to find the teaching point of the individual, and in class and out of class, in season and out of season, devote their energies to the help of the pupils along the multitude of lines which the energetic, wide-awake teacher always finds. In the score of school interests not directly connected with the class room, in the debating club, in the athletic association, in school lunches, in the entertainment of athletic teams and military companies, in the faculty baseball game, and the Christmas entertainments, pupils and teachers are brought together in a community of work and interests which is good for both.

### DISCIPLINE.

In this atmosphere of mutual helpfulness difficult cases of discipline are rare. The Central High School has its troublesome pupils—pupils whose ambition has not been aroused, pupils to whom restraint of school is galling—but the insolent, stubborn pupil is rare. In but one case—that of persistent truancy—has it been necessary to suspend the pupil from school in order to awaken him to a sense of his responsibility to himself and to the school. In a few cases it has been deemed wise to ask for the cooperation of the home in order to secure the proper cooperation on the part of the pupil. In the great number of cases appeals to the reason of the pupil, to his school pride, to his self-respect, have brought about the desired results. In one serious breach of discipline, which you will recall came under your own observation because of the indignation felt by the school that any pupil should put the school in so false a position, I resorted to the rather drastic measure



of publicly and by name censuring the offenders in the strongest terms at my command.

In general, the teachers in charge of rooms are held responsible for the conduct of the pupils under their charge, and unless the nature of the offense or the temperament of the offender seem to make it necessary, cases do not reach the principal. Formal punishment, by which I mean stated penalties for particular offenses, are unknown with us. An after-school detention room is kept for pupils who have neglected to prepare their lessons or have been tardy. The case of what is usually called "discipline" is looked after by the section teacher, who best knows the pupil.

#### CORRIDOR ORDER.

During the year the method of military movements (with silence) of going from one class to another has been done away with. Both teachers and pupils, I believe, are glad of the change—the former because of the strain which is taken from them of attempting to do an almost impossible and altogether unnecessary task; the latter because of the realization and the feeling of being in a greater degree trusted to manage themselves. Pupils move now through the corridors without undue confusion. With experience on the part of both pupils and teachers the tardy bell will find all ready for work, with few requests to speak or leave the room in the case of pupils who are studying, and with greater concentration upon work on the part of all.

#### ATHLETICS.

##### (A) BOYS.

The athletic interests of the school have been in the best sense successful. Under the careful supervision of teachers (Messrs. Kelly, Phelps, Maurer, and Foley for the boys and Mrs. Walton for the girls), the pupils have managed their teams here with little interruption to regular school work. Economy in expenditures has prevailed with a strict businesslike accounting for all money received and spent. Every year the number of boys participating in the sports increases, due largely to the indoor running in the basement corridor, supervised by Mr. Foley, during the winter months. The lack of a gymnasium and proper training facilities greatly handicaps all of our athletic interests. The baseball and football teams have played no out-of-town games. The track team, which finds practically no competition at home, has taken several trips away from Washington, but always in the charge of a member of the faculty. Gradually but perceptibly the feeling is growing among the boys and girls of the school, in athletics and drill, that victory is not the end of sport. The school is not indifferent to the successes

which may attend its efforts in competition, but every year, I believe, we get nearer the ideal—that the main thing is not the victory, but the fun of fighting for it.

In bringing about this feeling the value of the strict rules of eligibility agreed upon by the board of faculty advisers can not be overestimated. The student body has greater respect for a team made up of boys who do well their school work. This is not a theory. I know it to be true from talks with scores of pupils. In the long run the members of the faculty will come to have the same feeling. Some of them seem to be still under the influence of the tradition that an athlete can not well attend to his work. Under the present agreement between the schools he must.

#### (B) GIRLS.

If the boys are handicapped in their sports by a lack of gymnasium equipment, doubly so are the girls whose work is entirely indoors. Yet never have we had so many girls playing basket ball and the other games taught by Mrs. Walton and her coteachers. I consider this a most encouraging sign since this year the trophy cup for the basket-ball championship was withheld from competition.

#### DRILL.

The Central High School had the best battalion during my connection with the school. The attendance of the boys, their enthusiasm, and their attainments were never better. The officers have been efficient, have handled their cases of discipline almost entirely without appeal to the principal, and have maintained their standing in their classes. It has not been necessary at any time during the year to relieve an officer of his command because of unsatisfactory standing in class.

I would recommend that steps be taken to minimize the importance attached to winning the competitive drill. I believe this can be done without lessening the best interests in the drill itself. The recommendation of the Principals' Association that the drill be held on the White Lot and that school be closed and the entire regiment be permitted to drill on one day is well worth, I believe, a trial.

#### DEBATING.

Under the careful supervision of Misses Simons and Orr and Mr. Maurer a keen interest in debate has been kept alive, until to-day in the school it is considered by the pupils as great an honor to win the coveted debating emblem as to win the "C" of athletics.



## CLUBS AND SOCIETIES.

The Central High School is not free from the "society" problem. In that general close association between the colleges and the secondary schools has come an aping of the customs and institutions of the former by the pupils of the latter. This is seen in the conduct of athletics, in dress, in speech, but nowhere more strongly than in the formation of clubs and societies. The participation of pupils in outside interests, such as athletics, drill, and debate, to which the school gives its sanction, makes inroads on the pupil's time and energy. The result too often is a subordination of school work with the inevitable lowering of the standard of scholarship. When to all this is added membership in clubs and societies, with a still greater demand on the time and interests of the pupil, at an age when it is too much to expect him to see these things in their proper perspective, we have a serious secondary school problem. The difficulty of solving this is increased by the fact that these clubs have no connection with the school except that they draw their members from the school population and have some name of school significance. The school has studiously refrained from giving anything like an official sanction to any of these clubs and has developed a sentiment which prevents any meetings except on Friday or Saturday night. Much more remains to be done in awakening parents to a realization of the danger to the pupil from all this scattering of his energies and in making them understand that because a club has a school name it is not necessarily a vital or necessary part of the school life. Cooperation between the school and parents on anything like a general scale in a city so scattered as Washington is not easy.

I would not be understood here as believing that there is anything objectionable in these clubs per se, or that they are in any way different from the ordinary club to which boys and girls in their teens belong.

While there are secret, chaptered fraternities in the school, we have been free so far from the problems which in many places seem to attend their presence. That they make a peculiar demand on the thought and interest of their members because of their closer association can not be doubted.

## INSTRUCTION.

The class-room work has been generally satisfactory from the standpoint of the teaching. Recitations give evidence of a plan on the part of the teacher, and the following of the classes week after week shows generally a purpose running through the work of the departments. I have not hesitated to call on the heads of departments for suggestions for teachers for plans and criticism of work.



I have found them without exception ready to help. With them here as teachers in this school I feel that I have been fortunately situated in this respect.

#### ENGLISH.

The work here has been excellent. In literature the teachers have striven, and it seems to me with marked success, to have pupils appreciate, as a literary product, the masterpieces which they study. Every year Miss Simons is increasing the stress laid upon reading, and the improvement is marked. Much yet remains to be done, and the suggestions embodied in the course of study recently submitted to you by the high school principals that an hour a week be added to the English course for this purpose I hope may be realized.

The changes which have been made in the reading texts have all been wisely made, I believe. This is especially true of the introduction into the first-year course of the *Odyssey*. The pupils have thoroughly enjoyed it.

To composition work, both oral and written, there has been constant attention until to-day our oral English is admirable. The interest taken by the second-year pupils this year in their little section debates has been most gratifying and encouraging.

Correlated with both the work in literary appreciation and oral English has been the work of Mrs. Walton's volunteer classes in elocution and expression. The interest there has been intense, and will find its expression during the last days of school in the presentation of some of the scenes from "*As You Like It*."

I would heartily recommend that the English course in the second year be extended from a half to a full year, in harmony with the provisions of the course of study recently submitted to you by the principals. Much of the value of the training now is lost in the long break from February to September.

#### ANCIENT LANGUAGES.

##### (A) LATIN.

The work in Latin has been handicapped by the serious and prolonged illness of two of the teachers in that subject, and the enforced absence of Miss Rainey, which with peculiar hardship happened to come all at the same time.

In first-year Latin the problem with us has been, as it always must be, to teach the pupil the forms, the simpler principles of syntax—in other words, to get him ready to read—without killing his interest by the inevitable and necessary "grind." That this work, from the standpoint of the mastery of the language, should be done in the seventh and eighth grades is of course obvious. How well we have been able to solve the problem it is almost impossible to

say until these pupils begin their Cæsar. The experience of the present second-year class is encouraging. All of the sections, both college and noncollege, will finish the four books of Cæsar. Miss Rainey hopes that next year, because of the greater amount of intermediate reading which the classes will be able to do between the beginners' book and Cæsar, to finish the latter about a month before the end of the second year. In that case she will recommend that Ovid be read then. All this I believe are steps in the right direction—the studying of Latin for the purpose of reading it.

The teachers report that the prose composition exercises prepared by Miss Dean have had much to do with the greater strength of the work in Cæsar.

The work in Cicero and Virgil has been satisfactory, especially the work in the former. The percentage of failure has been small and the pupils seem interested in their work.

(B) GREEK.

The classes are small, but as the pupils who elect Greek are usually the pupils whose college plans are rather definite, the work is almost without exception good.

MODERN LANGUAGES.

(A) GERMAN.

The work here has been good. Mr. Spanhoofd combines, I believe, most happily in his plans the natural or conversational method with a good basis of grammatical drill. The results are excellent in the knowledge of the language and in the training of the pupil.

The classes have been in some cases too large, with the result that Mr. Spanhoofd was compelled to take an extra class in the middle of the year.

Here, too, it is believed by the head of the department that more reading can be done by the introduction of some comparatively simple texts which shall be read with little emphasis on the grammar. This work will not be without its value in stimulating the interest of the pupil, in increasing his vocabulary, and in general familiarizing him with the structure of the language.

(B) FRENCH.

The work in French I believe would be helped by the closer supervision which would come from having its own head of department.

HISTORY.

The work in first and second year history has been materially improved by the use of the text-books now in the hands of the pupils. The Roman history, however, still presents many difficulties to the



beginner in history, because of the emphasis laid by all of the text-books upon the Roman constitutional and institutional history. In both Greek and Roman history it seems desirable to put greater interest upon the life of these ancient peoples, in order to make the work more real and vital to the younger pupils. The stereopticon talks by Mr. Kelly and Mr. Maurer recently given to the first-year class are valuable for this purpose.

The work in English history in the second year, while improved by the new text-book, must remain unsatisfactory as long as the attempt is made to teach the whole of English history in a half year. I respectfully call to your attention the recommendations planned to meet this in the new course of study recommended by the high school principals.

The work in European history of the third year and the American history of the fourth year has progressed satisfactorily. More library work, however, is needed in both these courses, but this is not possible without more books. The meager allowance given these departments is in no sense adequate to meet these needs. A large number of duplicates of the best reference books are needed in making possible uniform requirements and preparation. All the history classes are in great need of wall maps.

#### PHYSICS.

The work in physics has been generally satisfactory. Owing to the increase in the number of classes, the average number in each class has been smaller. The benefits of this have been felt especially in the laboratory work, where teachers have been able to give greater individual attention to pupils.

During the year three illustrated lectures have been given in the assembly hall on subjects relating to the general field of physics. This has done much to stimulate the interest of the pupils, and in a general way to humanize the subject. The following are the lectures: First, one on "The Golden Trout of the Southern High Sierras," by Prof. B. W. Evermann; another on the "Weather Bureau," and the third, by Prof. L. D. Bliss, on "Wireless Telegraphy."

The great problem in our physics is to secure a book for beginners within their mental grasp. In my judgment the book now in use is too difficult.

#### CHEMISTRY.

The work in chemistry has suffered greatly from two causes: First, through the long delay in the delivery of the supplies ordered on requisition we have been handicapped. These goods were not delivered until December, with the result that the entire course started with a kind of demoralization which could not but affect the efficiency of the work.



Much inconvenience, too, has been experienced by the delay in getting necessary repairs. The sections have at times during the year been kept from the use of the laboratories for days—in one instance, for weeks—through the failure of the repair department to fix the waste pipe, although this matter was brought to the attention of the proper authorities almost daily.

As in the case of French, I believe the work in chemistry would be helped by having a head of its own, who would be much more closely in touch with the details of the class-room work than the combined head of biology and chemistry can possibly be.

The work in chemistry would also be improved, I believe, by more field work. While the absence of manufacturing interests in Washington greatly limits the field for this sort of work, there are plants, such as the gas works with its numerous by-products, and the ice-manufacturing plants, which could with profit be visited by our classes. This is a plan which I have in mind for next year.

#### BIOLOGY.

The work in biology is most satisfactorily organized and has run with smoothness and efficiency. A gratifying feature of the work during the year has been the presence of a number of boys in our beginners' work. These boys are planning to study medicine; and I am satisfied that as the value of this work to boys who have this purpose in mind becomes known, we shall have an increasing number of male students electing this work.

#### MATHEMATICS.

The work in mathematics has covered the usual limits and with results which, generally speaking, have been gratifying to teachers. The third-year class has been able to do more work in surveying than our classes have been doing for some years past. Every pupil has obtained a thorough working knowledge of the use of the level and transit, and has had an opportunity to solve about ten outdoor problems.

I would suggest that Mr. English, whose work as examiner has called him so frequently from his classes, be relieved of ten hours of his work, leaving him but one class. This would lessen the interruptions to our work here and would leave him more time for valuable supervision.

In the elementary work in algebra, pupils are reported as better prepared than usual. Many pupils, however, are found weak in the principles of arithmetic.

## PHYSICAL TRAINING.

## (A) BOYS.

The work in physical training, under Mr. Foley's supervision, has progressed smoothly, in spite of the almost insuperable difficulties presented by the lack of proper equipments for the work. The weekly lessons under Mr. Foley's personal direction have been helpful. The daily practice in the crowded corridors has been productive of little good.

## (B) GIRLS.

The physical training work for the girls, both in the regular lesson and practice work, has been most satisfactory, especially in the first and second years. The work in the third and fourth year classes has suffered, owing to the desertion of the teacher put in charge. The result of this has been clearly seen in the lack of control manifested during the practice period. Miss Allaire, the substitute teacher, has done well considering her lack of training and preparation for the work, but the hand of a skilled teacher has been wanted. The remedial work, under Mrs. Walton's direction, with the helpful assistance of Doctor Lamb, has been carried to a greater extent than ever before. The normal girl has been inspired to perform the exercise habit, but in the abnormal cases special corrective work has been assigned, with helpful results. This special work among the seniors has been much more thorough than in any previous year. The individual response on the part of the pupils who have been given corrective work has been excellent. Mrs. Walton keeps a most complete and accurate record of all the girls in the school, so that it is easy to find those cases which need special attention.

One handicap which the work has suffered has been the anomalous position of Mrs. Walton, who has been held responsible, in a general way, for the organization of the work in the schools, without the authority of a head of department. I believe that the work would be less burdensome to the teachers in charge if one of two things could be done: either a designation of Mrs. Walton as head teacher, without, of course, the salary which would go to the head of department, or the assignment of a teacher to a particular school without holding Mrs. Walton responsible for results.

## DRAWING.

The work in drawing has progressed satisfactorily. A great number of pupils elect special work in drawing in all years. For such pupils the work consists of charcoal and sketching from life. For those pupils in the third and fourth years who show special aptitude for the work and desire to give it greater attention we have, as usual, major drawing classes meeting six times a week. For such pupils



this work counts toward graduation as any other major work in the school.

Miss Wilson is at present planning an interesting exhibit of the work of the year, which we hope to throw open to the public during the closing days of the school year.

#### MUSIC.

The chorus work in music has been in charge of Mr. Hoover, with gratifying results. The work has reached a point now where it seems to be enjoyed by a great majority of the pupils. This is evidenced by a great number of pupils of the upper classes who voluntarily attend the first-year lessons. The normal classes of the second, third, and fourth years have been in charge of Miss Bentley. Her irregular attendance has, in a measure, I believe, lessened the efficiency of the work.

#### LIBRARY.

An effort has been made during the year to make the library more helpful to pupils. In line with this attempt, Miss Mann has organized a library class of about 30 pupils. About twenty hours have been spent in the library by each of these pupils. Practical work has been given in shelf listing, accessioning, magazine binding, desk work, and general library work. A few of the pupils have had some work in simple cataloguing. It is of interest to note that already one of these pupils has secured a good position in the library of the Smithsonian Institute. The meager appropriation for books, however, seriously lessens the efficiency of the library.

#### NEW BUILDING.

The Central High School can never reach its highest efficiency while all of its departments are so greatly handicapped by lack of modern school facilities. You yourself have inspected the building from this very view point; so I know that nothing I can say is necessary to impress you with the necessity for a modern, up-to-date schoolhouse. When I remind you that in this building one-half of the girls are compelled to keep their coats and hats, often wet, in their own recitation rooms, and that we have no place where a sick girl may rest quietly, you will, I think, fully appreciate our straits. It would be easy to pile illustration on illustration of this sort of thing, but a simple glance through the schoolhouse will, I think, convince anyone.

In conclusion I wish to thank you for the uniform consideration and helpfulness which I have received at your hands.

Very respectfully.

EMORY M. WILSON, *Principal.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## BOARD OF EDUCATION DISTRICT OF COLUMBIA.

## CENTRAL HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1906-7.

Year.	Academic.			Scientific.			Total.			From last year.	Subsequent admissions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	115	139	254	33	135	168	148	274	422		
Second.....	100	112	212	34	91	125	134	203	237		
Third.....	66	77	143	9	53	62	75	130	205		
Fourth.....	37	68	105	8	31	39	45	99	144		
Total.....	318	396	714	84	310	394	402	706	1,108		
Withdrawals.....	48	40	88	20	35	55	68	75	143	655	453
Total at close of year.....	270	356	626	64	275	339	334	631	965		
Graduates.....	35	68	103	8	31	39	43	99	142		

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	1,013.3	973.7	96
October.....	1,034	996.9	96.4
November.....	1,025	961.6	93.8
December.....	1,017.8	922.2	93
January.....	973	908.1	93.3
February.....	1,025	957.4	93.4
March.....	993.3	922.1	92.8
April.....	988.2	916.6	92.7
May.....	966.3	899.8	93.3
June.....	950.3	891.8	93.8
Total.....	994	935	94.2

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enroll- ment.	Total enroll- ment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	36	1,001	1,090	74	131	.....	.....	205
1891-92.....	37	937	1,025	53	153	.....	.....	206
1892-93.....	39	778	851	47	101	11	22	181
1893-94.....	42	835	916	33	100	9	25	167
1894-95.....	43	894	1,010	36	68	13	42	159
1895-96.....	42	814	960	1	1	14	42	58
1896-97.....	44	851	966	.....	.....	31	72	103
1897-98.....	43	864.5	994	.....	.....	35	58	93
1898-99.....	43	917.1	1,052	.....	.....	41	66	107
1899-1900.....	47	991.3	1,126	.....	.....	34	42	76
1900-1901.....	49	899.9	985	.....	.....	40	55	95
1901-2 <i>a</i> .....	44	706.3	807	.....	.....	18	64	82
1902-3.....	47	693.2	772	.....	.....	31	72	103
1903-4.....	47	788	862	.....	.....	36	59	95
1904-5.....	50	888.1	969	.....	.....	31	73	104
1905-6.....	57	984.3	1,072	.....	.....	43	81	124
1906-7.....	59	994	1,108	.....	.....	43	99	142

<sup>a</sup> Technical school separated

## REPORT OF THE PRINCIPAL OF EASTERN HIGH SCHOOL.

SIR: I have the honor to make the following report for the year ending June 30, 1907:

I. *Enrollment.*—The several items of interest relative to enrollment are as follows:

*Total enrollment for the year.*

	Boys.	Girls.	Total.
Fourth year.....	13	24	37
Third year.....	19	34	53
Second year.....	26	52	78
First year.....	53	114	167
Total.....	111	224	335

*Withdrawals to May 21, 1907.*

Fourth year.....		1	1
Third year.....	4	2	6
Second year.....	5	2	7
First year.....	9	15	24
Total.....	18	20	38

Total enrollment May 21, 1907,  $300 - 96 + 204 = 300$ .

The causes for withdrawal are recorded as follows:

Transfer to other Washington high schools.....	8
Transfer to other cities.....	6
Ill health.....	7
"Gone to work".....	9
Reason not recorded.....	8
Total.....	38

In four of the cases designated "gone to work" there was economic necessity; in the other five of this group the real cause was discouragement or lack of interest in the school work.

It is probable that in several of the cases where no reason is given ill health was the cause.

It is interesting to note that there have been but 24 actual withdrawals, the other 14 being transfers to other high schools.

II. *Distribution of pupils according to subjects (first year).*—With the exception of an option between Latin and German, the studies of the first year are prescribed. Of the 153 pupils enrolled the first

semester, 136 elected Latin and 17 German. At the end of the semester 5 had dropped Latin to lighten program.

In three instances, I permitted pupils to substitute drawing as a major subject in place of other prescribed subjects.

*Second year.*—Enrollment, first semester, 73. The electives are Latin or German (determined first year), German and physics or chemistry.

The distribution is as follows:

Latin (II).....	68
German (II).....	5
German (I).....	25
Physics.....	19
Chemistry.....	29

*Third year.*—Enrollment 54. Possibilities of election, Latin or German (determined first year), German II and I, French, mathematics III (solid geometry and trigonometry), physics II and I, chemistry II and I, history (mediaeval), biology.

Distribution:

Latin.....	38
German (III, II, and I).....	27
French.....	11
Mathematics III.....	14
Chemistry (II and I).....	5
Physics II.....	7
History.....	23
Biology.....	24
Drawing as major.....	3

Strictly speaking, the history and biology are not electives. They are prescribed for normal preparatory students, and are elected only in isolated cases by other students.

*Fourth year.*—Enrollment, 39. No additional electives (in number): Mathematics IV (Coll. algebra) in place of mathematics III, and American history in place of mediaeval.

Distribution:

Latin.....	17
German (all).....	12
French (II and I).....	17
Mathematics IV.....	9
Chemistry (II and I).....	9
Physics.....	1
History.....	22
Biology.....	15

The same note as above relative to history and biology is pertinent here.



The interesting item in this exhibit is the status of Latin. The numerical relation of Latin scholars to the total enrollment is as follows:

	Total. <sup>a</sup>	Latin-ists. <sup>a</sup>
First year.....	167	136
Second year.....	78	69
Third year.....	53	38
Fourth year.....	37	17
Total.....	335	260

<sup>a</sup> Figures are for both semesters. The preceding figures were for the first semester. The variation in numbers is nil except in first year.

It is fairly evident that Latin is not being crowded to the wall.

III. *Semester plan.*—The establishment of the semester plan of organization, of course, made but slight addition to the numbers in February of the current year. Eight pupils came from the eighth grade and two came in irregularly.

The plan yielded beneficial results, however, at once relative to adaptation of work to different classes of scholars. It enabled me to reclassify the first and second year pupils at the beginning of the second semester. For the first semester, I had four large first-year sections taking Latin and one small section in German. This last remained intact. The four Latin sections were reconstructed upon the basis of general or special weakness of the constituent pupils. There were enough pupils who had done entirely satisfactory work in all subjects to make two large sections (too large, but necessarily so on account of lack of teaching force). A third section was made of those who had failed in Latin only. The teacher of this class was instructed to take this class at a slower pace than normal, seeking not to cover a specified amount of ground, but to teach the class as much Latin as it could take. Similarly, a fourth section was formed of those who had failed only in algebra, and similar instructions were given to the teacher in charge. It is interesting and gratifying to note that these sections will close the year but slightly behind the sections that are traveling at the standard pace. They will have done the work thoroughly as far as they shall have gone. A very little coaching during the summer will enable almost any member of these classes to cover the normal requirements.

Those scholars who in the first semester failed in three or more subjects and the new entrants in February were formed into a fifth section. (Of the 144 first-year pupils remaining in school at the end of the first semester, 17 reverted to this section.)

I believe that the relatively small losses from the first-year class are attributable in large measure to the flexibility of the semester system, which has enabled us to adapt the high school requirements

to the fledglings of the first year. Of the 164 who have entered the first year during the two semesters only 24 have withdrawn. Of these, 7 moved away from the city, 6 were transferred to other high schools in the city, and 4 were withdrawn on account of ill health; thus only 7 can have left school because of inability or discouragement. As a matter of fact other reasons were responsible for two of these 7 desertions.

The teachers of this school concur in the judgment expressed above, and are much gratified with the results of the change. Miss Holmes, my almost perfect teacher of German, reports that it has had "a decidedly beneficial effect upon the first-year German." For the first time in my experience at the Eastern, the first-year German class has remained intact to the close of the year (only one transfer having been made on account of change of residence). There is but one deficient pupil, and she was not fit to enter the high school. Last year's class began with the same number and is now found in the second year reduced to 5. Five left during the first year, or by the beginning of the second year, dropping out of school entirely, and 3 were transferred to the Business or Manual Training high schools. It is significant that Miss Holmes speaks of the semester system as a factor in the difference of these two exhibits. (The other factor she speaks of is the comparative lack of examinations and the terrorism of markings every few weeks).

In the second-year sections—three in number—a condition prevailed at the end of the first semester similar to that in the first year. A relatively large number of pupils had failed in Latin and mathematics. The smaller number of sections and the wider range of electives made it more difficult for me to rearrange the sections so as to classify the pupils according to their special needs, but the most of them were properly accommodated. There was also a special class formed for a group of pupils in physics who were unable to continue with the regular class.

All of the teachers involved express satisfaction with the arrangements thus made—not only the teachers of the subjects directly concerned, but also, and equally, the teachers of the other subjects, who report a general improvement after the pressure in the weak subject is lightened.

IV. *Work of the departments*—(1) *English*.—Every pupil studies English three and a half years four hours a week. (In reality four years, for the half-year course in English history is in fact an accessory to English literature.) This has required the entire teaching time of three teachers, and for the second semester one-fourth of the time of a fourth teacher. (Spelling, as an isolated exercise, has been conducted once a week—a half-hour period. All pupils who attained an average of 98 per cent in the first semester were excused during



the second. About 60 pupils, or approximately 20 per cent of the total number of pupils, secured this immunity for the second semester.

Presumably the English work done in this school is essentially similar to that done in the other high schools of the city. On the whole the work in this school has been done intelligently and effectively. The course of study in English is characterized by somewhat too much of academic rigidity, but that has been tempered by "sweet reasonableness" on the part of the teachers. Especially has the exaggerated emphasis upon "forms of discourse" given place gracefully to emphasis upon appreciation and the elements of expression. The most serious defect in the work early in the year was the relative neglect of oral expression, with respect both to articulation and to the function of oral work in the development of the expressive faculty. The teachers all responded readily and intelligently to my criticism upon this point, and there has been marked improvement during the year. More pupils study Latin than any subject except English—two hundred and fifty-five. The full time of three teachers is required.

(2) *Latin*.—The classes in Latin will have "covered" the prescribed work with the exceptions cited above in the discussion of the "semester plan." On the whole, Latin seems to be a bigger stumbling block than any other subject in the high-school course, especially in the first and second years. Thus 35 per cent (approximately) of the first-year Latin scholars was recorded as deficient at the end of the first semester; of the second-year scholars, 34 per cent. The waste and hardship incident to such wholesale failure has been mitigated by the plan of classification sketched above. This plan will be worked more effectively next year, by reason of the fact that a proper classification has already been begun. The pace hitherto has apparently been set for the upper half of the class and the doctrine of selection has prevailed. The rigor of the law has varied with different teachers (one first-year teacher showing 40 per cent failures; the other 30 per cent)—about equal numbers of pupils, but could not be seriously nullified.

In my judgment, the real difficulty with our Latin work is that we begin it three or four years too late. The elementary work in Latin is about as purely a matter of associative memory and drill as anything could well be. Begun in the sixth or seventh grade of the elementary schools, when children take more kindly to drill in form than at any other period in their entire developmental career, the drudgery of the acquisition of forms would be largely completed by the time the scholars enter the high school. Begun in the first year of the high school, when the interest in real knowledge, in rational processes, in æsthetics, etc., is nascent, the drudgery upon forms is distasteful, as the best efforts of the teacher frequently fail to elicit any enthusiasm.



I expect much improvement in our results by such rational classification as I am employing (the improvement is already an accomplished fact), but I do not expect any radical improvement in the quality of our high school and college latinity until we revert in this country to the approved plan of an early beginning of the subject.

(3) *Mathematics*.—Two hundred and thirteen pupils have been studying mathematics during the year—144 in the first year, 72 in the second year, 18 in the third, 9 in the fourth. This has meant 11 classes—6 first-year, 3 second-year, 1 each third and fourth years. Mr. Wallis has done all the second, third, and fourth year work; the first-year work has been divided between three other teachers. The second-year classes (geometry) average 24 members—too large to teach with maximum success. Furthermore, the program of twenty-two teaching hours is too heavy, but has been necessitated this year because of dearth of teachers.

The first-year mathematics—algebra—is next to Latin the greatest stumbling block in the course. About 25 per cent of the first-year pupils failed the first semester. The fear on the part of the teacher that in the “circular examinations” his or her classes might not shine; a similar fear lest the prescribed ground should not be covered, and excessively large classes, all had their influence for evil in the early part of the year. The redistribution of the classes at the beginning of the second semester improved conditions not a little. Attention has been directed more to the results being wrought in the minds of the pupils and less to the results that might be shown in a circular examination.

(4) *History*.—The ancient history work of the first year has been done by three teachers—four sections in charge of Miss Bucknam, the regular teacher of history; one in charge of Mr. Rothermel, the teacher of physics; one in charge of Mr. Brooks. The English history of the second year has been taught by Miss Gardner of the English department; the third-year class by Miss Shelp (mathematics); the American history, fourth year, by Miss Bucknam. This exhibit to show the necessity of another specially prepared and assigned teacher of history.

In spite of the variety of teachers the first-year work has proceeded satisfactorily and with sufficient uniformity. The most important result that may be expected from the study of history, viz, interest in history as evidenced by outside reading, is manifesting itself. “More than half the pupils have used the Library of Congress for outside study and nearly all have used the school library constantly.” The work has been hampered by the lack of maps and illustrative materials, also by the peripatetic life of the classes necessitated by the crowded condition in respect to class rooms. The maps available frequently could not be used because they were stationary and the classes movable.

The work of the third-year history class has suffered even more from lack of maps, there being absolutely none related to mediæval history. Likewise our library resources for this work are ridiculously inadequate. The teacher in charge has used the public library as much as possible, but the demands upon the public library are so great that seldom is the school able to get what it needs at the time of need.

(5) *German*.—The work in German has been unsatisfactory to the teacher, and justly so, for the following reasons:

(a) There are five classes and only one teacher; consequently the number of recitations has had to be cut from five to four, except in the first-year class. (The work with that class is satisfactory.)

(b) One class is composed of three different elements, having different degrees of preparation—one group having had a full year of German more than the others. As the class numbers about 25, the management of the work has been very difficult.

(c) As a corollary, the teacher in charge has been overworked, and at the same time constantly subject to the irritation of trying to do the impossible in quality of work.

Miss Holmes is an extraordinary teacher and has done excellent work this year under these unfavorable conditions.

(6) *French*.—French occupies a somewhat anomalous position among our high school studies, being offered as an elective only in the last two years of the high school course. Twenty-eight pupils have elected this subject, 9 in French II and 19 in French I. With respect to progress in ability to speak the language accurately, the work is entirely satisfactory; also progress in reading ability is commendable. I am of the opinion, however, that grammar should be studied both more intensively and more extensively.

Giving to French the same elective status as to German would be advantageous from every point of view. Pupils realize that two years does not give them very much mastery of the language, and this in some cases tends to indifference in the second year.

(7) *Physics*.—The enrollment in physics for the current year is the smallest, according to the report of the teacher, Mr. Rothermel, of any year during his connection with the school. The decrease has been gradual, keeping pace with the decreased enrollment of the school until the present year, when there has been a sudden decline, due to making chemistry optional with physics in the "normal course." The relative figures for the present and the last year are as follows:

	1906-7.	1907-8.
Physics I.....	13 boys, 12 girls=25	14 boys, 38 girls=52
Physics II.....	6 boys, 1 girl = 7	14 boys, 1 girl =15
Total.....	19 boys, 13 girls=32	28 boys, 39 girls=67



It is interesting to note that the falling off has been largely on the part of prospective normal school students.

In regard to the course in physics, the teacher, Mr. Rothermel, makes the following criticism, in which I concur:

The work prescribed for the first year is too extensive to be done satisfactorily, and does not correlate effectively with the advanced course, which is purely college preparatory in purpose.

The laboratory is lacking in a number of important items of general equipment. The most important of these are: Electric current, both direct and alternating, and high and low tension, for lighting and experimental purposes (this is a general need of the school as well); a complete projection-lantern outfit (also needed in all departments). Other important items are: Efficient demonstration apparatus in mechanics of fluids, a modern mechanical air pump, an air compressor, a registering siren, a good optical bench and photometer set, accurate instruments for electrical and magnetic measurements.

The success of the extended course in physics recommended in the tentative course of study recommended by special committee and by the high school principals will require the filling of most of the above-mentioned needs at no distant date.

(8) *Chemistry*.—Forty-two pupils have elected chemistry the current year—5 chemistry II and 37 chemistry I.

Mr. Suter, the instructor, states, and I heartily concur, that the first-year work in chemistry would be more helpful to the pupils, as well as more interesting, if the course and the text-book paid more attention to the "every-day" phases of chemistry. Several text-books are available that meet more aptly this requirement than the one now in use—and without any sacrifice of scientific method. This defect can be remedied in part by explanations and applications on the part of the instructor and by reference to other books. Second-year pupils, however, have little time for reference work in this subject. It would be absurd to countenance this roundabout way of doing things when the adoption of a better text-book would cure the ill.

(A beginning has been made this year of a line of excursions to manufacturing plants in which chemical principles are illustrated on a large scale. The visits this year have been voluntary and made outside of school hours.)

(9) *Biology*.—Two years of biological science has hitherto been prescribed for normal school candidates. This has resulted in biology being regarded as a "girls' subject." It has not been elected at all by students in other courses. This year 38 pupils are enrolled—14 in the fourth-year class and 24 in the third-year class.

The work throughout the two years is praiseworthy for its just distribution of attention and effort among equally necessary phases of the subject. Habitat and habits—and adaptation generally—are not sacrificed to morphology, as they frequently are in high school courses in biology. A great deal of excellent field work has been done.



To give the subject its proper position in the democracy of studies the course should be expanded to include comparative physiology, the stigma of a "girls' study" must be lifted, and encouragement given to students of both sexes to elect the subject.

(10) *Minor subjects*—(a) *Drawing*.—As prescribed, all pupils in the first and second year have taken drawing one period a week; 67 have availed themselves of the privilege of two periods a week; and 2 by special permission have taken drawing 6 periods a week as a major subject. Twenty-seven second-year pupils have taken two periods a week; 4 in the third year; 1 in the fourth. Three pupils in the third year have taken drawing 6 periods a week as a major. Normal preparatory pupils, 23 in third, and 13 in fourth year, 1 period a week. Twenty pupils have taken mechanical drawing one period a week, 16 in third and 4 in fourth year.

This amount of work has taxed the strength of the two teachers of drawing (the time of one of whom, however, has been divided between this school and the Western High School—three days a week in this school). The work has been done too under the handicap of very badly crowded quarters on the part of one of the teachers. The results are creditable in all respects, which is a demonstration that better conditions and better facilities should be provided.

The work in drawing should speedily be given some such status as that recommended in the tentative course of study recommended for the high schools by special committee and by the high school principals.

(b) *Music*.—The instruction in music has been given under most unfavorable conditions. I think the results are commensurate with the time and the facilities, but they are necessarily meagre.

All the pupils have had twenty-five minutes of chorus practice once a week under the direction of Mr. Hoover. (The Business High School pupils in the building have shared in this privilege.) In addition I have personally conducted chorus practice of the entire school an average of about twenty minutes a week. (This, however, is non-expert service.) The combined first year classes of my own school and of the business school quartered here have had forty minutes a week under Mr. Hoover. These combined classes number about 270 pupils, of whom more than two-thirds are girls. Obviously the refinements of the art of instruction are not to be thought of under such conditions.

The boys of the three higher classes have been without instruction in music. All of the second and third year girls and the normal candidates of the fourth year have had one period a week under Miss Mason's instruction.

Criticism of results under the prevailing conditions of organization would be gratuitous. In order to get satisfactory work in music in

the high school, music must, first of all, be lifted from its present status as the "poor relation" of the high school. This can be done only by recognizing music as of coordinate worth and dignity with other high school subjects, as is recommended in the tentative schedule of studies submitted by special committee and indorsed by the high school principals. The very least that should be done is to credit music toward graduation, and then organize the classes in music so that substantial work can be done. That will require more time from the special teacher in this school, and an addition to the text-book list.

(c) *Physical training.*—(a) Girls. The work with the girls consists of four features: 1. Weekly lessons by special teachers. 2. Daily practice under specially instructed leaders. 3. Remedial exercises for individuals, after examination by Mrs. Walton, supplemented by examination by the medical examiner. 4. Athletics—optional, under expert supervision.

The class work "1" has been done by Miss Littlejohn, who has spent two days a week in this school (substitute since February.) Satisfactory, except that some of the classes were (by necessity) too large for effective handling. The conduct of the girls' athletics has also been under charge of Miss Littlejohn.

Mrs. Walton, the unofficial head of physical training for girls in the high schools, at my request has assumed responsibility for all the work and has personally supervised it, having spent one day a week here. She has measured and recorded the measurements of all the girls in the three higher classes and a large number of those of the first year. Her services are invaluable.

The urgent needs of the department are: 1. Shower baths (specified in my annual requisition). 2. A teacher five days in the week—to make measurements and examinations, give instruction in personal hygiene, and do the class work—directly responsible to the principal. 3. Physical training should be credited toward graduation, as recommended by special committee on course of study and by high school principals.

(b) Boys. Mr. Foley has spent one day a week in this school. All the boys have spent one period a week in the gymnasium under his instruction. (Business school boys included). The work has consisted of setting-up exercises, playing games, and a minimum of apparatus work.

The work in this department is decidedly less well organized than in the girls' department. No examinations or measurements are undertaken. The grading of exercises from year to year is inconspicuous. The work of the department should be systemized.

The classes with two exceptions have been very much too large this year. Two full days at least, instead of one, should be given to this school. It would be a very great improvement if a regular teacher



in Class A could have a short program of academic work and be assigned to the physical training work for the balance of his time.

(10) *Library*.—Between September 24 and May 1 of the current year, 13,539 pupils used the library—an average daily attendance of 96. This is an average of 16 for each period of the library day. The reference books most used were works on English literature, history, commercial geography, Latin, and German.

For the same period, the number of references taken out for home use was 2,820.

I wish especially to commend Miss Boyd, the librarian, for her intelligent and effective assistance to both teachers and pupils, in their reference work.

(12) *In general*.—The work of the year on the whole has been satisfactorily accomplished. The efforts of the teachers have been marked by intelligence, fidelity, and loyalty. We have been seriously handicapped by the presence of the business school pupils. In a sense they are an alien body. The best of feeling has been maintained between the two bodies, but the lack of solidarity has had its effect. Even more important has been the congestion caused by their presence. I have no modification to make of my report upon this matter submitted to you early in the current school year, except to say that there was a change for the worse in February when an additional class came in, and that the continuance of the arrangement another year is impossible.

Very respectfully,

WILLARD S. SMALL,  
*Principal.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools:*



TABLE I.—Total enrollment, by years, courses, and sex, 1906-7.

Year.	Academic.			Scientific.			Total.			From previous year.	At the opening of school.	Subsequent.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
First.....	47	101	148	6	13	19	53	114	167	12	150		
Second.....	24	48	72	2	4	6	26	52	78	72	73	17	167
Third.....	10	27	37	9	7	16	19	34	53	52	52	5	78
Fourth.....	8	21	29	5	3	8	13	24	37	37	37	1	53
Total.....	89	197	286	22	27	49	111	224	335		312		335
Withdrawals.....	19	20	39	3	2	5	22	22	44			23	44
Total at close of year.....	70	177	247	19	25	44	89	202	291				291
Graduates.....	8	20	28	3	4	7	11	24	35				35

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	309.7	305.1	
October.....	318.2	309.0	98.5
November.....	314.3	303.4	97.1
December.....	306.4	289.3	96.5
January.....	305.1	289.6	94.4
February.....	304.4	286.5	94.9
March.....	306.3	290.9	94.1
April.....	303.3	285.1	94.9
May.....	298.8	281.6	93.9
June.....	291.3	278.5	95.6
Total.....	306.0	292.0	95.3

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enroll- ment.	Total enroll- ment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	7	158.0	189					
1891-92.....	11	239.0	270					
1892-93.....	15	329.0	386	31	37			
1893-94.....	17	366.0	400	29	48	5	6	68
1894-95.....	19	393.2	452	25	31	9		88
1895-96.....	21	394.4	467		1	8	16	81
1896-97.....	21	401.0	453				23	32
1897-98.....	21	445.0	511			10	34	44
1898-99.....	21	468.0	538			18	34	52
1899-1900.....	22	460.4	532			24	36	60
1900-1901.....	22	411.2	458			20	41	61
1901-2.....	22	374.6	416			13	42	55
1902-3.....	21	292.0	342			19	39	58
1903-4.....	20	286.0	314			20	28	48
1904-5.....	19	275.9	308			11	33	44
1905-6.....	18	269.0	313			11	37	48
1906-7.....	18	306.0	335			14	22	36
						11	24	35

# REPORT OF THE PRINCIPAL OF WESTERN HIGH SCHOOL.

SIR: I beg to submit herewith my report on the work of the Western High School for the year just closing.

In doing so I would state that I have not dwelt in detail upon the class-room work, since such changes as are deemed desirable have already been embodied in the proposed new course of study now in your hands.

In general I would say that in our class-room work we have maintained the standard of former years, and in some instances raising it.

The reorganization of classes at the close of the first semester, by which pupils who failed in a subject were eliminated from the class, made possible greater progress for the remaining group, as well as more efficient preparation on the part of those repeating the subject. I attribute the greater success this year in certain courses, notably in Latin, to this closer organization.

The new salary schedule, which provides for the increase of each teacher's salary, with annual automatic promotions, has in a measure quieted the unrest and stress which we have felt for the past two or three years, but until some provision is made for taking into account the past successful service of excellent teachers, and placing them where they properly belong according to this service, the question of salaries can not be said to have been settled.

Provision should also be made for crediting, at least to the extent of five years, the past service of newly appointed teachers, in order that the initial salary offered may be sufficient to attract to our schools really strong and desirable teachers from other cities.

In the report which follows I have presented some of the problems which confront the Western High School, inviting your attention to specific recommendations concerning them.

The greatest need of the Western school is for more teachers. The following table will show the number of hours of work assigned to each of 19 teachers:

Number of assigned hours (including study halls) .....	20	24	25	27	28	29
Number of teachers.....	1	6	1	2	5	4

The largest number of pupils assigned to one teacher has been 135; the smallest number, 70. Thirteen teachers have had over 100 pupils on their daily class rolls.

In such a subject as English it is very desirable that the teacher have the opportunity to do a great deal of individual work. This has been practically impossible with the heavy assignments made to these teachers.

Miss Reed has had twenty-nine hours assigned work and 100 pupils on her rolls; Miss Merrill, twenty-seven hours and 112 pupils; Miss Cushing, twenty-four hours and 112 pupils; Miss Wood, twenty-four hours and 105 pupils.

In laboratory subjects, such as physics, chemistry, and biology, it is absolutely essential that the teacher in charge have some opportunity to get ready for classes. The demand upon our teachers of science this year has rendered such an arrangement practically impossible. Doctor Newton has had twenty-nine hours of assigned work, leaving but one free hour in the week for such preparation.

The teachers of physics and biology have been drawn on for help with left-over classes, Miss Wallace taking a section in geometry, and Miss Brandenburg teaching both English and algebra, in addition to the assignment of science. Their generosity in the matter is most commendable, and their work with the extra classes assigned them has been thorough and painstaking, but it is, after all, a poor economy to thus dissipate a teacher's energies, and I am very sure that the continuance of this plan will be detrimental to the department of science of the school. In planning for the reorganization of the school in September I shall ask for a sufficient number of additional teachers to relieve this strain.

#### CAPACITY OF THE WESTERN HIGH SCHOOL.

This year we have reached our maximum capacity. Every available corner has been used for recitations. The library, stage of the assembly hall, and laboratories have been utilized for classes in English, mathematics, history, and the languages to the detriment of the work of classes which properly should be assigned to these rooms, as well as to the very great disadvantage of the classes temporarily so assigned. The absolute essential in a school building is of course that it shall have a class room for each teacher. There are at the Western High School 16 teachers, not including teachers of laboratory subjects, such as the sciences, drawing, etc. For these 16 teachers, all of whom may be teaching at one time, there are 12 class rooms. All this year we have struggled with the problem of furnishing 16 teachers with suitable places for conducting recitations, from a total of 12 available class rooms, and yet our faculty has been too small for the satisfactory operation of the school. What provision, then, can we make for the additional teachers who are needed in view of next year's increased enrollment?



As to the new pupils, I should have asked for additional furniture in anticipation of increased enrollment, but that there is not floor space available for placing it. In this connection I would suggest that territorial boundaries be established for the three academic high schools, and that pupils be required to attend the school to which they are naturally assigned by this territorial boundary. If strictly adhered to such a plan would at once demonstrate the schools to be relieved by the extension of their buildings or the erection of additional buildings. For the past two years we have urged that an item to cover the enlargement of the present Western High School building be included in the annual estimates submitted to the Commissioners of the District of Columbia. The growth of the school must be met either by such an extension of the present quarters or by the opening of another academic high school.

#### DRAWING.

During the current year we have had one drawing teacher regularly assigned to the Western school, and a second drawing teacher assigned to us two days in the week.

With the increase of individual attention demanded by an extension of the drawing course, and the natural increase in the number of pupils taking the course, due to the normal growth of the school, it will be desirable to have two drawing teachers regularly assigned to the Western school. I therefore recommend the transfer of Miss Chester to the Western school for full time.

#### GYMNASIUM WORK.

For the first time since the completion of the building, the gymnasium has been open for class work every day in the week. This is a great gain on former years, when the gymnasium was closed one or two days of each week. The ideal condition will not be reached, however, until we have two teachers assigned to the Western school for full time, one for the boys and one for the girls.

Gymnasium assignments could be so arranged that neither teacher would have more than half a day of regular gymnasium work on any one day, the remaining hours being devoted to class instruction in hygiene, taking of measurements, making personal examination of pupils with a view to recommending special corrective work, overseeing and organizing sports, etc.

In a school of 300 girls there is quite enough work to keep a single gymnasium teacher for girls fully employed for five days in the week.

On the other hand, the man who is devoting himself to the study of the physical welfare of nearly 200 boys, watching them in their sports, and directing their systematic developmental work, will find his time fully occupied.

I would therefore urgently recommend the assignment of two gymnasium teachers to the Western school—one for boys and one for girls.

#### MID-YEAR PROMOTIONS.

The inauguration of the mid-year promotions is a decided step in advance. Less disturbance was felt in the mid-year reorganization than was anticipated, the incoming class adjusting itself to the school organization and the whole machinery of the school easily adapting itself to the new plan.

The sifting and reclassifying process, which aims to keep each pupil with the particular group and in the particular place where he can work to the greatest advantage, is of course the ideal plan of school organization. We hail with gladness the first step toward this ideal condition.

#### THE SIX-HOUR DAY.

At the Western school the six-hour program was inaugurated this year, not from choice, but from necessity.

The chief advantage of this arrangement of hours is in the increased number of study hours for pupils. The disadvantage is in the sense of strain felt by the teachers, who strive to cover the usual limits of their work in the shortened periods. It is my belief that a successful six-period program can not be operated in a five-hour school day.

#### SALARY OF HIGH SCHOOL TEACHERS.

Teachers of drawing, music, physical culture, and manual training in the high schools are in no sense visiting teachers.

They deal directly with high school pupils studying these subjects, and are specifically assigned to class-room and study hall charge. The discrimination which has resulted in placing these teachers in classes 4 and 5, instead of in class 6 with high school teachers of academic subjects, is to my mind a most unjust one. I would urgently recommend that these teachers be placed at once in class 6, and made eligible to promotions within that class.

At the Western school there are no more deserving teachers than those in this group; none who work longer hours, none who strive more conscientiously for the development of the individual pupil. The arbitrary discrimination against them is not warranted in their preparation for the service they render, in the results they obtain, or in their influence on the life of the school as a whole. Their work commands our respect and should have its just compensation.



## NEED OF WIDER OUTLOOK.

One of our greatest needs is a broader experience, such as is gained by observation of work in other cities. Teachers should be encouraged to visit other schools, not only in their own city, but in other cities where work of a distinctively progressive nature is being done. To this end I would make two recommendations: First that each teacher be required to spend one day of each year observing the work of other teachers of his subject in the Washington high schools; second, that a week's leave of absence, with full pay, be granted any high school-teacher who will visit the schools of another city, provided the proposed visit be approved by the superintendent of schools.

During the absence of teachers on this strictly professional business, their classes should be in charge of a substitute teacher provided and paid by the board of education.

## SUBSTITUTE SERVICE.

In the high schools of Washington there is no adequate provision made for securing the services of a competent substitute in the case of a teacher's absence.

We have been singularly fortunate this year in having but few cases of enforced absence of teachers, but the contingency is one likely to arise at any time, and it is inadequately provided for in the present system.

I would cordially recommend that a list of available substitutes be procured, either by examination or in some other way acceptable to the superintendent, and that such a sum of money be authorized in payment of a day's service from a substitute teacher as will insure our getting competent help.

The very low rate of substitute pay may be in part responsible for the present condition.

## THE SCHOOL AS A RECREATION CENTER.

At the Western we are endeavoring to make the school more of a factor in the community life. We have begun in a small way, preferring to grow to larger things by easy and safe stages. Acting under a permission granted by the board of education, the Washington Playground Association has influenced the public library to install a few cases of books, and has employed two librarians and a caretaker, opening the library of the school three nights of each week for two and a half hours. This will soon develop larger things. The "story hour" is already inaugurated for the little folks. There is a nightly attend-



ance of 50 or more, and much interest manifested by the people of the neighborhood about the school.

As soon as the treasury will warrant it, the Playground Association proposes to do some of the recreation center work at the Western, utilizing during the long summer months the athletic field, and the gymnasium as well as the library. This is a move in the right direction. That school is of greatest value which touches the most sides of the community life. When this plant ceases to be operative as a high school, at the close of school in June, it should immediately become the center of other constructive and recreative work.

#### MILITARY DRILL.

The Western High School supports one military company. While the interest in the cadet organization is active, it is in no sense acute. It is my belief that if the cadet year could be limited to the seven months from October 1 to May 1, the number of enlistments would be considerably increased, and consequently a greater number of high-school boys benefited by the discipline and drill.

The drill in heavy uniforms during May, and some years into June, is very wearing upon the cadets, and the memory of this experience deters many from reenlistment after a year of service.

#### ATHLETICS.

The athletic condition at Western seems to me normal. There is a very healthy interest in athletic sports, particularly football, basketball, and baseball, but the importance of these sports has not been exaggerated, and the restraining influence of the scholarship requirements for eligibility has been such that the athletics have stimulated rather than hindered the class work of individual players.

Western stands emphatically opposed to all professionalism in high-school sports, an advocate of sport for sport's sake, and under such regulations as will bring to the largest possible number of boys the benefits of the training and experience of organized sport.

It is urgently recommended that the interhigh school athletic contests be recognized by the board of education as a legitimate part of the school life, and that by way of making provision for their continuance, the board of education be asked to provide a suitable athletic field where these events may take place. This is asking, in other words, for a playground for high schools.

#### DEBATE.

At the Western school there is a growing interest in debate. The prospects for good work next year are excellent. The teams which competed in the interhigh school debating contests this year were a

credit to their respective schools. The next step would seem to be in the line of closer organization of the debating interest, with a view to securing for our debating societies a larger recognition, both from the school officials, the general public, and the high schools of Washington.

#### HOT LUNCH FOR PUPILS.

At the Western High School a hot lunch for pupils has been maintained for eight years. The benefit to pupils from having hot nourishing food at the noon intermission can not be overestimated.

The original equipment of linen, china, and silver is in sad need of renewal, but otherwise the lunch room is on a safe, though hardly a prosperous basis.

In closing my report I desire to express my appreciation of the loyalty and cooperation of the Western High School teachers. They have carried the heavy assignments of the year without a word of protest, and have given enthusiastic service under the trying condition of inadequate class room accommodation.

No finer spirit exists than that shown by this splendid body of men and women, and I believe an examination of the results of their work would lead you to feel the justness of my estimate of their work and worth.

Very respectfully,

EDITH C. WESTCOTT,  
*Principal.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

## WESTERN HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1906-7.

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	79	78	157	18	39	57	97		
Second.....	53	70	123	4	28	32	57	117	
Third.....	19	32	51	14	14	28	33	98	214
Fourth.....	8	17	25	15	10	25	23	46	155
Total.....	159	197	356	51	91	142		27	79
Withdrawals.....	39	40	79	17	23	40	210		50
Total at close of year.	120	157	277	34	68	102	56	288	498
Graduates.....	7	16	23	13	5	18	154	63	119
							20	225	379
								21	41

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	416.2		
October.....	439.1	406.9	
November.....	439.2	422.9	97.7
December.....	437.8	417.8	96.3
January.....	422	410.1	95.1
February.....	459.2	391.4	93.6
March.....	435	424.3	92.7
April.....	426.4	404	92.4
May.....	414.8	396.2	92.9
June.....	390.8	390.8	92.9
		373.8	94.2
Total.....	430	405	95.6
			94.1

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	2	56	64					
1891-92.....	1	107	126					
1892-93.....	7	156	173	8	24			32
1893-94.....	10	181	199	12	33			51
1894-95.....	11	199	226	7	9	1	5	26
1895-96.....	12	245	281			5	10	20
1896-97.....	14	231	264			5	15	23
1897-98.....	15	290	320			4	18	29
1898-99.....	17	339	404			9	25	34
1899-1900.....	18	342	405			10	15	25
1900-1901.....	19	323	377			25	23	48
1901-2.....	17	291	338			18	41	59
1902-3.....	15	262	303			14	23	37
1903-4.....	16	300	344			16	32	48
1904-5.....	18	276	261			17	19	36
1905-6.....	21	414	463			15	36	51
1906-7.....	24	430	498			20	21	41



## REPORT OF THE PRINCIPAL OF THE BUSINESS HIGH SCHOOL.

SIR: I have the honor to submit the following report of the work of the Business High School for the year ending June 30, 1907:

### ADDITION TO BUILDING.

It is earnestly hoped that the board of education will secure from Congress at the coming session the appropriation of \$70,000, which was requested last year by the board, for an addition to the Business High School building. The present enrollment of the school taxes its capacity to the utmost; in fact, is in excess of the proper seating arrangements of the building.

### DIVISION OF SCHOOL.

I regard the division of the school into two parts by locating certain sections in the Eastern High School as a serious error in school management. The separation has caused a loss of time to teachers and supervisors and has required a duplication of effort and equipment which, even in the elementary work of the school, is undesirable. That there has been no serious weakening of the school efficiency, either in teaching or discipline, has only been due to constant and vigorous effort on the part of the whole corps.

It is frankly to be regretted that the placing of manual-training pupils in rooms that naturally form a part of the Business High School organization has weakened our discipline and led to petty acts of vandalism, despite the faithful efforts of teachers in both Manual Training and Business High schools. I am unable to see either the equity or the legality of dispossessing Business High School pupils in order to make way for students in other branches. For example, it has been necessary to take away from the drawing pupils of the Business High School their drawing room, in order that it may be used as a class room, although Manual Training School students are able to retain their own drawing room for its proper use.

It is to be hoped that the board of education will see that the Business High School is next year devoted to the purpose contemplated in its erection by Congress.

## COURSE OF STUDY.

## ADDITION TO THE COURSE OF STUDY IS IMPERATIVE.

Any plan of addition must retain essentially the present two-year course, but should, at the same time, modify it enough to permit the addition of two more years, which will combine the best possible general and business training.

In behalf of the course of study suggested to replace the one now in force, it is to be noted that it does not displace practical business training with studies of merely cultural value. Under the present course, bookkeeping, mathematics, shorthand and typewriting together receive an average of thirteen and one-half hours per week. Under the new course these same subjects would receive twelve and one-half hours per week—a difference which is more than compensated for by the better general training and the unity of the course. No commercial high school in the United States gives as much technical business training within its first two years as is contemplated in the first half of the suggested four-year course.

## SALARY.

The new salary scale has, in the main, worked equitably. Teachers of drawing, physical training, and music in high schools should, however, be ranked with regular teachers in the matter of salary.

The present system of building caretaking, whereby a lump sum is appropriated to one man who farms out his contract, should be abolished, and responsible janitors and engineers should be appointed in all cases directly by the board. The size of the new Business High School and its increased amount of machinery render the appointment of an engineer to take charge of boilers, engines, and motors urgent.

## ASSEMBLIES.

Lectures by teachers and officials, frequently illustrated by stereopticon views, were an interesting and instructive part of the school's life.

## MORALE.

The spirit of teachers and pupils has been excellent. Initiative on the part of the individual has been combined with respect for the rights of the organization.

## ARITHMETIC.

The arithmetic courses in the Business High School aim to meet the immediate and the future needs of the pupils and to make their use of number natural.



The first-year course gives knowledge of the tool of arithmetic and facility in its use. Special attention is given to the business applications of percentage and interest. The work is closely correlated with that of bookkeeping, and attempts are being made, along the same line, in connection with commercial geography.

Very effective work is carried on in the line of oral exercises, many pupils gaining a certainty and facility in mental computations that serve to markedly lighten their paper work.

The work is live and businesslike, as a whole, touching business methods closely, and making use of varied business material. The teachers are encouraged to study actual businesses and the computations they demand, and to keep in touch with current affairs.

The second-year applied arithmetic course differs markedly from the first-year course in focus and content. The tool developed in the first year is applied to the study, preparation, and interpretation of varied technical material. Billing, discounts, exchange and other forms of finance, investments, cost keeping, the graphic representation of numerical facts, are studied for the light number can throw on them as well as for the computations involved. Arithmetic becomes a searchlight illuminating records and business conditions. In the study and writing of business paper and in the construction of working tables a large amount of practical computation is required.

The course has been slowly developing over a number of years, and is now taking a form that makes it exceedingly valuable for developing mental capacity and for cultivating a broad outlook and an understanding of affairs.

#### BOOKKEEPING.

The first-year class is trained in the fundamental principles of the subject and in the use and writing of the common business forms. Recitations and oral exercises supplement book work. The oral method, seldom applied heretofore in other schools, is used to great advantage for drill purposes.

Much of the general work varies with each pupil, and every effort is made to cultivate independent power. No attempt is made to cover a large field, but the work is so planned and developed that the pupil accomplishes results through knowledge of principles and not mechanically.

A noticeable feature is the growth in teaching ability of the teaching force, and their increasing appreciation of the possibilities of the subject for live and interesting recitations and for bringing the pupil to an appreciation of many phases of business custom and practice.

The second-year practice classes apply the general principles of bookkeeping to keeping the records of type retail, wholesale, and commission businesses, and to the keeping of corporation books and



records. No two pupils do the same work, but duties are proportioned to capacity. Each pupil is forced to be independent and to use extreme care, as his records interlock, in some cases, with those of other people. Independence is properly coupled with true interdependence.

The last part of the year the second-year class runs a bank for the practice work of the entire school, and keeps a broad set of books and check records, files, etc. The bank often handles many hundred checks in one recitation period, and it carries at least five hundred depositors' accounts.

The pupils become familiar with forms of statement and financial summaries. They learn to handle card records and some loose leaf books, and are trained in checking and in elementary auditing.

#### TYPEWRITING.

The typewriting of the first year occupies only one hour per week. It aims to teach fingering. No attempt is made to secure speed at the expense of fingering or accuracy. Every effort is made, with growing success, to correct the waste of effort due to careless work.

In the second year the earlier work consists of typewriting paragraphs and important sections from shorthand books, and the later work of transcriptions of shorthand notes, typewriting at dictation, and copying of tabulations forms the general business matter. The work is closely coordinated with shorthand at all times, with English in business letter writing, and with applied arithmetic and book-keeping in the preparation of working tables and other tabulated matter.

The correlation of shorthand and typewriting is excellent at present, and the effort is now being made to properly coordinate and systematize the balance of the typewriting work.

#### SHORTHAND.

Shorthand work in the first year covers the fundamentals of the subject. No attempt is made to secure speed. The object is accuracy and clearness of outline and correct interpretation of sound values.

The first-year work, as a whole, is clear and legible and shows attention to detail.

The supplementary training in enunciation and pronunciation is very helpful.

On the foundation of the first year the second-year class builds its work in phrasing, and from the beginning of the year couples all advance in principle with practical office work. This work is varied,

covering business forms, letters, legal papers, parliamentary proceedings, and a large amount of general "body" matter.

Speed is not sought, but the foundation is laid for it in advanced knowledge of principle and constant writing at dictation and transcription. In the transcription and reading of notes the progress of the class is in many ways very satisfactory.

It is believed that there will be a further gain in ability by arranging for dictation to each class by several different people. Pupils should be familiar with the voice, speed, and enunciation of several different people before graduation.

#### ENGLISH.

The work in English in the Business High School, as in the other high schools of Washington, has a twofold purpose, (a) to teach an accurate use of the language through review in grammar and constant attention to sentence and paragraph structure and (b) to give the pupil as intimate a knowledge of the masterpieces of literature as time will permit. The constructive and the analytical work go hand in hand, beginning in the first year with the study of paragraph and sentence, then being continued through the short story. Many stories are read as models, point, movement, climax, the use of character and description being given special emphasis. The pupils are taught to select important events in the story for their outlines, and much oral and written work are required, the stories being both original and reproduced.

Next the long story or novel, either Dickens' "Tale of Two Cities" or Scott's "Ivanhoe" or "Talisman" is studied in much the same way, plots, characters, and leading incidents furnishing material for daily discussion, while constant practice is given in reading aloud. Incidents of interest are here retold with new points of view, and attention is called to dramatic tone and to the historic setting of the story. This is followed by the short story in ballad form, with the "Tales of a Wayside Inn" as text, when much time is spent in reading aloud and the pupils are required to commit many verses to memory.

In the second semester the narrative study is continued, special emphasis being given to the uses of description as an aid to narrative. Here the romantic epic, "Idylls of the King," is used as a text, and class work consists of reading, reciting sections committed, and giving discussions upon the period in English history here represented, or upon dress, dwellings, religious beliefs, etc. Emphasis is given all the time to the necessity of clear enunciation and pleasing manner in delivery, and each pupil is required to address the class with work formally prepared for that purpose. Collateral reading is encouraged, and reports of books read are sometimes given before the class,



while informal discussion is frequent. In a few classes Scott's "Lady of the Lake" has been substituted for "Idylls of the King" with good results.

The work of the last part of the second semester is intensely practical and especially adapted to a business course. Drill is given in business letter writing: First as to mechanical forms, then as to the substance matter. These deal with details within the experience of the pupil, requests, letters identifying persons, or describing lost articles, brief orders, letters transmitting money, applications for positions, and an infinite variety of business matters of daily importance. This work gives a final drill in form and structure which is of great value. Expression becomes exact and concise, careful punctuation important, and judgment in structure necessary that the business tone may be secured. The last two or three weeks of the year are spent in reading an interesting story, or some poems; this year for the first time Wordsworth's shorter poems being used.

In the second year the plan of having constant oral and written work accompanying the study of all texts is continued, the efforts being more ambitious, and resulting in debates between picked teams in one section or between two sections. This effort has been supplemented to some extent by pupils' addresses to the whole school in assembly. Every effort which time would permit was made to give the pupil the power to present his ideas clearly and well to small or large audiences, with preparation or *ex tempore*.

The work of the year is begun with a study of exposition, a development of its essentials being given thorough explanations of process and directions for construction, arrangement, or use of material. Weekly themes are demanded, many of which are discussed before the class, their clearness and conciseness forming the basis of criticism. This is followed by the study of argument, the relation between it and exposition being emphasized. "Burke's Conciliation" has been used as a text, the units of argument being analyzed, and the position and use of the various kinds of proof noted. Original work is required upon subjects within the pupil's knowledge, briefs are made, debates held, and finally research is required upon some question of local or national interest, the value of testimony and authority taught, practice being given in logical and forceful expression, or presentation of proof. Three of Shakespeare's plays, "Merchant of Venice," "As You Like It," and "Julius Cæsar" are studied for dramatic structure, plot, and character. Much memorizing is required and as much time as possible spent in reading aloud.

This work extending into the second semester is continued with the study of Bryant's translation of the "Iliad." Special reports upon Greek history and customs are made by pupils, and essays written upon topics assigned for research.



The last weeks of the second-year course are spent upon business letters, the work being much more difficult than that of the first year. Here pupils deal with special problems, often two or three carrying on correspondence upon one subject. Recourse is had also to material in geography for letters concerning trade and industries. The year is usually completed by the reading in class of some short novel such as "Silas Marner," or by reports upon books read during the year.

As improvements upon the present course it is suggested that work in the first year begin with the short story, some good examples in the hands of pupils as a text, many other stories being read aloud by both teacher and class. This should be continued with a study of the ballad by selections from Coleridge, Macaulay, Arnold, Stevenson, Browning, Kipling, etc. During this time the written work may be based upon these stories and the paragraph and sentence work strengthened.

This should be followed by the novel, but later, instead of "Idylls of the King" for the epic, use Palmer's translation of the "Odyssey," leaving time before the business letters for Lincoln's "Gettysburg Address," and one play, "A Midsummer Night's Dream."

In the second year drop "Merchant of Venice," substitute for "Burke's Conciliation" Webster's "First Bunker Hill Oration" and Washington's "Farewell Address," and insert some poems by Goldsmith, Keats, Byron, Wordsworth, and Gray, and a novel or some scientific or historic prose essays. The latter would seem wise in a business course where clear, strong, English is necessary. Some time should also be spent in training pupils to the proper use of the dictionary and as much as possible in practice for reading or speaking before an audience.

In the study of business letters it would seem wise to place in the hands of pupils "Belding's Commercial Correspondence" as a text.

#### DRAWING.

The drawing in the Business High School is elective, many of the pupils giving up their study hours to take it. The course planned along commercial lines may be summed up in one word, "Lettering." It embraces the study of two upper case and two lower case skeleton alphabets with the general rules for spacing letters, words, punctuation marks, lines of print, and paragraphs. This study is done entirely freehand with chalk, charcoal, pencil, pen and ink, and brush, and is at once applied in progressive problems involving space relations, importance of parts, value of simplicity, and variety. Practice is given in enlarging and reducing figures for the purpose of utilizing cuts. Initials are adapted to different spaces and tasteful decorations introduced along with color. Short poems, apt paragraphs,

and epigrams are illuminated in a small pen and ink piece and others in wall-size pieces.

The work of the second semester includes freehand advertising, window cards and price cards, original rhymes, fancy print, stencil designing, cutting, and application in advertising, chart making. One of the most interesting phases of the work is reading plans, making plans from measurements given, and platting from surveyor's notes. This, while its purpose is to get the arrangement and style of lettering to be used, makes a most interesting design and adds the use of the protractor and ruling pen to the T square, triangles, and Gishburne pens formerly used.

The second year students have only mechanical drawing, consisting of construction problems, representation of materials, and applications of construction problems.

The pupils passed with credit through two poster contests and derived much good from the practice in design.

Because the work is elective and naturally individual it is very hard to arrange the classes for the second semester. The crowded condition of our building, sending four of our sections into very crowded quarters at the Eastern High School, seriously handicapped the work of the students there, so far from the source of supplies. They have done very well under the circumstances with only one lesson a week.

Because of the value of the material acquired in this course, no matter where the student finds himself after graduation, I most earnestly recommend that at least the grammar of this work, if not the more ornamental part, be made a required study with at least one period a week for all first-year classes, with the advanced work of mechanical drawing as an elective in the second year.

#### PENMANSHIP.

Special instruction in penmanship was given to each first-year section for one period a week. This work was largely individual, each student being given suggestions and aid which his progress required with a view to perfecting the style he had already formed, rather than to teach a new system. The endeavor was made to stimulate pupils to self-criticism as the chief means of eliminating faults and obtaining legibility and neatness. Movement drills formed a feature of the course. No copy book was used, blackboard and individual copies presented by the teacher being preferred. Figure making was emphasized, and the penmanship work was carefully correlated with bookkeeping and arithmetic.



## MUSIC.

The musical training of second-year pupils was limited to chorus practice at assembly and during an opening period.

First-year students, in addition to assembly practice, were given one period a week of training under the special music teacher, being divided into three groups of about 130 pupils each.

Constant attention was given to correct position, to the care and cultivation of the voice by the use of suitable vocal exercises, to breathing and breath control, to enunciation and intelligent phrasing, to rhythm, and to song interpretation.

In sight singing the singing names (do, re, mi, etc.) were used, but as often as possible the songs were read with the words directly applied.

Unison songs for boys' voices were taught to interest the youthful singers who are learning to use their changing or recently matured voices.

A number of songs with bass parts of quite a limited compass were taught to bring out all the phases of chorus singing.

I suggest that the "Laurel Music Reader" be used as a text-book instead of the more expensive "Laurel Song Book."

## COMMERCIAL LAW.

The course in law was commenced by a study of contracts in their relation to business as well as their legal aspect. The essentials, the assignment, and the discharge of contracts were taken in turn. At the completion of this work the pupils were required to write simple contracts for ordinary business transactions, and these were criticised for their clearness of expression as well as for the legal principles involved. The statute of frauds, the statute of limitations, and the statute of exemptions in force in the District of Columbia were also studied. A thorough elementary course in sales and a brief course in the principles of ordinary bailments, with the business forms most common to each, completed the work of the first semester.

The first quarter of the second semester was given to a study of negotiable contracts and the negotiable-instrument act. The pupils prepared negotiable instruments in assigned business transactions, indorsed them under different conditions, and prepared instruments and notices of protest. At all times the business side of such papers and the obligations assumed by parties thereto were kept in view. The contracts of common carriers, agency, partnership, and corporations occupied the time of the second quarter of the second semester already passed. Particular attention was given to common carriers



and agency, while only the main principles of the business associations, their difference in organization and in responsibility of members, were given weight. A study and the preparation of memorial legal forms relative to real estate, the deed, the deed of trust, the release of the deed of trust, the mortgage, and the lease completed the course.

The training in law, aside from the business forms and principles taught, is of educational value to the pupils. They are taught the use of new words and the value of accurate definition and close distinction between terms. The statement of test cases for decision and the consideration of certain laws for the reasons underlying them strengthen the pupils' powers of analysis and their ability to apply principles taught. Likewise, their skill in argumentation is increased by the necessity for establishing the decisions reached in the test cases considered and defending their opinions on simple legal problems discussed in class.

#### GEOGRAPHY.

As only one hour per week can be given to this subject in the first year, nothing more was attempted than to study the fundamental principles of mathematical geography, so as to lay the physical foundations on which the commercial life and activity of men depend. A review was consequently taken of the general notions of the entire solar system, beginning with the nebula theory and using it as a method of explaining such phenomena as mountains, volcanoes, and other natural manifestations. A very successful plan was followed, by making weekly outlines, and thus keeping all of the first-year sections substantially together. Special emphasis was laid upon the wind systems and the influence of latitude as explaining climate, and consequently pointing out the influence of physical environment upon man.

In the second year (three hours weekly) a review was taken of these basic principles and their general effect upon commercial development. Attention was also paid to such factors as race, religion, and social customs.

After the preliminary view the second-year pupils took up the study of the great commercial products of the world, treating each one from its natural state to its finished condition, covering foods, beverages, textiles, woods, minerals, and other commodities that men make use of. In every case the natural conditions were first investigated, then the obtaining of the products by man, his manipulation of them to suit the special purposes, his trade in them, and finally the consumption of them. The world view was kept in mind in every instance, while naturally special emphasis was laid upon

our own country. Throughout the course the teachings of geography were summarized by means of maps, and diagrams constructed by the pupils.

About the beginning of the second semester a very valuable exercise was had from all the classes, in the shape of oral reports based upon geographical books obtained from the Public Library of the District of Columbia.

As in the case of the first year, special outlines averaging one weekly were found very serviceable in keeping the work uniform throughout.

With the small beginnings of geographical collections that we now have in the school in the shape of specimens and pictures, the interest and value of the work were increased, but other illustrative aids, especially lantern slides, would be still of greater advantage.

#### PHYSICAL TRAINING.

*Girls.*—With the exception of a few pupils excused upon the written recommendation of family physicians, every girl in the school has had one weekly period (about forty-five minutes) of work and instruction in the gymnasium, and a daily ten-minute period of exercise and relaxation in the class room under the supervision of pupil leaders. The practice has been unusually good this year, and the greater part of the credit for this is due to the faithful manner in which the leaders have attended the regular leaders' classes, which always meet after school hours. In addition to the regular work, a girls' athletic association, organized for the first time, and having an enrollment of 60 members, has met for two hours every Tuesday afternoon for apparatus work and games. To do all that should be done in the way of individual work in addition to the regular class work in the gymnasium would require the entire time of one teacher, and I urge that if it is possible the teacher of physical training in charge of the girls be assigned to work at the Business High School exclusively.

*Boys.*—Each boy, with a few exceptions due to programme conflicts, has had one period a week of gymnasium exercise under the teacher of physical training, and ten minutes a day of military calisthenic exercises. In addition to giving regular gymnasium instruction, the physician in charge of physical training has come into intimate contact with the boys and has done much to create proper standards of athletic sport.

The following "athletic ideals" which have been posted in the gymnasium illustrate the spirit and purpose of the instruction:

1. To correct physical defects and bad habits. This implies a careful diagnosis by a competent instructor, and the use of special apparatus.

2. To train pupils for endurance. Most of this work can be done without apparatus or, at least, with apparatus of a very simple kind.
3. To give pupils the ability to defend themselves. This means a systematic training in boxing, shooting, and, to a degree, in wrestling.
4. To give alertness and grace. This means, for example, such exercises as club swinging, the use of wands and dumbbells.
5. To develop initiative as well as power to follow directions; to make the muscles servants of the mind.
6. Training for public contests should be either eliminated or so restricted as to become subsidiary to the symmetrical development of the individual.

The military drill proved a valuable means of physical training. The 120 cadets enlisted in two companies maintained the usual high standard of the cadet regiment in both character and drill.

Very respectfully,

ALLAN DAVIS,  
Principal.

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*



## BUSINESS HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1906-7.

Year.	Boys.	Girls.	Total.
First.....	224	370	594
Second.....	80	149	229
Total.....	304	519	823
Withdrawals.....			215
Total at close of year.....			608
Graduates.....	53	89	142

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	717	703	98.0
October.....	710	687	96.6
November.....	698	673	96.3
December.....	681	645	94.7
January.....	652	619	94.8
February.....	715	681	95.3
March.....	692	657	95.0
April.....	677	640	94.5
May.....	648	616	95.1
June.....	598	573	95.8
Total.....	680	650	95.5

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314				
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	389	25	25	50	16.3
1893-94.....	12	410	493	32	28	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2
1901-2.....	25	603	703	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3
1903-4.....	26	607	713	62	86	148	16.2
1904-5.....	27	583	683	52	113	165	16.7
1905-6.....	31	621	705	51	106	157	16.0
1906-7.....	33	680	823	53	89	142	15.6

## SUMMARY OF HIGH SCHOOL STATISTICS.

TABLE IV.—Showing enrollment of each white high school for each school year by years, as well as number of graduates each year, etc.

Year.	1901-2.					1902-3.					1903-4.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	<sup>a</sup> 320	<sup>a</sup> 121	<sup>a</sup> 153	<sup>a</sup> 469	<sup>a</sup> 1,063	304	87	121	483	995	375	136	111	508	1,130
Second year.....	<sup>a</sup> 218	92	109	234	653	191	96	90	207	584	219	86	81	205	591
Third year.....	<sup>a</sup> 162	57	87	.....	306	152	69	72	.....	293	150	68	69	.....	287
Fourth year.....	107	65	67	.....	239	125	46	59	.....	230	118	53	53	.....	224
Total.....	807	335	416	703	<sup>a</sup> 2,261	772	298	342	690	2,102	862	343	314	713	2,332
Graduates:				156	156				139	139					
Second year.....	82	59	58	.....	199	103	37	48	.....	188	95	48	44	148	148
Fourth year.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	187

Year.	1904-5.					1905-6.					1906-7.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	304	189	132	441	1,156	408	215	122	479	1,224	422	214	167	594	1,397
Second year.....	275	80	71	242	668	335	145	94	226	800	237	155	78	229	690
Third year.....	171	78	52	.....	301	205	48	52	.....	305	205	79	53	.....	337
Fourth year.....	129	45	53	.....	227	124	55	45	.....	224	144	50	37	.....	231
Total.....	969	392	308	683	2,352	1,072	463	313	705	2,553	1,108	408	335	823	2,764
Graduates:				165	165				157	157					
Second year.....	104	36	48	.....	188	124	51	36	.....	211	142	41	35	142	142
Fourth year.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	218

<sup>a</sup> Technical school organized separately.

## ACADEMIC WHITE HIGH SCHOOLS.

TABLE V.—Showing enrollment in all white academic high schools by classes, and the number of graduates, Central to 1889-90, inclusive; all together thereafter.<sup>a</sup>

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88.....	519	290	188	.....	997	<sup>b</sup> 207	.....	.....
1888-89.....	546	405	262	.....	1,253	<sup>b</sup> 222	.....	.....
1889-90.....	712	438	272	.....	1,422	<sup>b</sup> 289	.....	.....
1890-91.....	718	358	267	.....	1,343	<sup>b</sup> 205	.....	.....
1891-92.....	703	436	282	.....	1,421	206	.....	.....
1892-93.....	637	439	291	<sup>c</sup> 43	1,410	249	33	.....
1893-94.....	672	431	328	84	1,515	255	51	.....
1894-95.....	759	488	303	138	1,688	176	90	.....
1895-96.....	726	480	324	<sup>d</sup> 168	1,708	3	107	37
1896-97.....	682	465	324	215	1,686	.....	170	32
1897-98.....	807	431	324	228	1,790	.....	172	43
1898-99.....	913	538	282	257	1,990	.....	201	50
1899-1900.....	845	583	357	217	2,022	.....	.....	.....
1900-1901.....	700	511	338	261	1,810	.....	198	.....
1901-2.....	534	419	306	239	<sup>e</sup> 1,558	.....	199	.....
1902-3.....	512	377	293	230	1,412	.....	188	.....
1903-4.....	622	386	287	224	1,519	.....	187	.....
1904-5.....	715	426	301	227	1,669	.....	188	.....
1905-6.....	745	574	305	224	1,848	.....	211	.....
1906-7.....	803	470	337	231	1,941	.....	218	.....

<sup>a</sup> Branch schools established September, 1890.

<sup>b</sup> Includes second-year graduates of business course.

<sup>c</sup> First voluntary fourth-year class.

<sup>d</sup> First compulsory fourth-year class.

<sup>e</sup> Technical school separated.

TABLE VI.—Showing enrollment in Business High School by classes and the number of graduates from 1890 to 1907.

Year.	Class.			Graduates.
	First year.	Second year.	Total.	
1890-91	308			
1891-92	281	84	308	
1892-93	303	85	365	35
1893-94	344	132	388	50
1894-95	324	155	476	60
1895-96	372	145	479	40
1896-97	376	140	517	71
1897-98	390	169	516	74
1898-99	416	171	559	89
1899-1900	414	226	587	101
1900-1901	564	181	640	97
1901-2	469	234	745	108
1902-3	483	207	703	156
1903-4	508	205	690	139
1904-5	441	242	713	148
1905-6	479	226	683	165
1906-7	594	229	705	157
			823	142

## WHITE ACADEMIC HIGH SCHOOL.

TABLE VII.—Showing enrollment for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.<sup>a</sup>

Year.	Class enrollment.						College.
	First year.	Second year.	Third year.	Fourth year.	Graduates.		
					Third year.	Fourth year.	
1890	516	405	272		b 289		
1891	506	438	267		b 205		
1892	712	358	282		206		
1893				c 43		33	
1893	715	436	291		249		
1894				84		51	
1894	703	439	328		255		
1894				138		90	
1895	657	431	303		176		
1895				d 168			
1896	672	488	324	215		107	37
1897	759	480	324	228		170	32
1898	736	465	324	257		172	43
1899	682	431	282	217		201	50
1900	594	419	306	239			
1901-2	512	377	293	230		199	
1902-3	622	386	287	224		188	
1903-4	715	426	301	227		187	
1904-5	745	574	305	224		188	
1905-6				224		211	
1906-7	803	470	337	231		218	

<sup>a</sup> Branch schools established September, 1890.<sup>b</sup> Includes second-year graduates of business course.<sup>c</sup> First voluntary fourth-year class.<sup>d</sup> First compulsory fourth-year class.



TABLE VIII.—Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.<sup>a</sup>

Year.	Per cent of the immediate preceding class reaching class designated.						Per cent of original first-year class reaching class designated.					
	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.
				Third year.	Fourth year.					Third year.	Fourth year.	
1890.												
1891.				73.03			50.28	39.61		28.93		
1892.	50.28	78.77	15.25		76.74				6.04			
1893.				85.57			60.72	40.53		34.68	4.63	
1893.	60.72	66.74	28.87		60.71				11.70		7.10	
1894.				77.74			62.44	46.66		36.27		
1894.	62.44	74.71	42.07		65.21				19.63		12.80	
1895.				58.08			67.66	47.57		27.63		
1895.	67.66	70.30							26.37			
1896.			55.44		63.69	34.58					16.80	
1896.			66.36		79.07	18.82	72.62	48.21	32.00	25.30	25.30	5.81
1897.	72.62	66.40					63.24	42.69	30.04		22.66	4.76
1898.	63.24	67.50	70.37		75.44	24.88	63.18	44.02	34.92		27.31	5.66
1898.	63.18	69.68	79.32		78.21	24.88	63.20	41.35	31.82			6.80
1899.	63.18	69.68	79.32									
1900.	63.20	65.43	76.95									

<sup>a</sup> Branch schools established September, 1890.

BUSINESS HIGH SCHOOL.

TABLE IX.—Showing enrollment and per cent of survival for the Business High School from first year to graduation.

Graduating year.	Class enrollment.			Per cent of the immediately preceding class reaching class designated.		Per cent of original first-year class reaching class designated.	
	First year.	Second year.	Graduates.	Second year.	Graduates.	Second year.	Graduates.
1892	308	84	35	27	42	27	11
1893	281	85	50	30	59	30	18
1894	303	132	60	44	45	44	20
1895	344	155	40	45	26	45	12
1896	324	145	71	45	49	45	22
1897	372	140	74	38	53	38	20
1898	376	169	89	45	53	45	24
1899	390	171	101	44	59	44	26
1900	416	226	97	54	43	54	23
1901	464	181	108	32	60	32	19
1902	469	234	156	50	67	50	33
1903	483	207	139	44	67	44	30
1904	508	205	148	42	72	42	31
1905	441	242	165	48	68	48	32
1906	479	226	157	51	70	51	36
1907	594	229	142	48	62	48	30

# REPORT OF THE PRINCIPAL OF M STREET HIGH SCHOOL.

SIR: I have the honor to submit to you my first annual report as principal of the M Street High School.

## OPENING AND ORGANIZATION.

The M Street High School for the present school session was opened September 17, 1907, with 23 teachers and with 560 pupils arranged into four courses, namely, academic, scientific, history or modern language, and normal. These pupils were distributed into 24 sections, occupying 15 section rooms, and the only study hall of the school, which seated three sections.

The highest enrollment (579) was in September, distributed as follows: First year 238, second year 140, third year 109, fourth year 92. Of these, 359 were pupils from the last school year. The entering class was 220 (183 males, 137 females). No information is available for comparison with entrance classes of former years. Of the total enrollment 30.7 per cent were males.

## ARRANGEMENT OF PUPILS BY COURSES.

	Male.	Female.	Total.
Academic.....	70	31	101
Scientific.....	25	39	64
Normal.....	34	377	411
History of modern languages.....	3	.....	3
Grand total.....	132	447	579

## LOSSES DURING THE SESSION.

	Male.	Female.	Total.	Percentage of enrollment, by years.
First year.....	8	8	16	6
Second year.....	4	5	9	6
Third year.....	5	5	10	9
Fourth year.....	4	3	7	7
Total.....	21	21	42	.....

Percentage of total enrollment, 7.

Eleven pupils left school on account of irregular attendance and deficiency in scholarship, 9 on account of sickness, 7 in order to work, 2 changed residences, 2 entered schools out of the city, 11 for other causes.

## GRADUATES 1906-7.

There are 62 members in the graduating class, 45 expect to enter the normal school, 10 expect to enter college, 6 expect to enter medical schools, and 1 to go to work or enter business.

## EIGHTH-GRADE PUPILS.

It is the consensus of high school teachers that pupils promoted to the high school lack grounding in the fundamental studies, such as arithmetic and English grammar. A statistical report of pupils promoted to the high school this session, which has already been forwarded to the assistant superintendent, Dr. W. S. Montgomery, will show the success or failure of such pupils from each eighth-grade school. A free interchange of views and discussion of methods and standards of work between the high and graded teachers will, in my opinion, tend to reduce the number of failures.

The subjects in the course of study offering the most difficulty to the pupils are mathematics and Latin. Teachers of these subjects find that the first-year pupils lack the essentials of English grammar. Many are not familiar with the different parts of speech, confuse passive voice with past tense, have little knowledge of the use and meaning of the compound or perfect tenses, and are unable to advance from the known to the unknown by the simplest form of reasoning.

## INCREASED NUMBER OF PERIODS.

The increase from five to six periods a day, if tried under favorable conditions, will undoubtedly be a step in the direction of more effective work. It will give the teacher more time to study the individual pupil apart from the group. The conditions here have been rather unfavorable, because of lack of room. The only study hall is used as a regular recitation room, and at times the assembly hall, with no facilities for proper study, has been converted into a recitation room, while, at the same time, 100 or 200 other pupils used it for study. It will be almost impossible to operate under five-period system the proposed course of study, which has been placed in the hands of Doctor Montgomery.

## SEMIANNUAL PROMOTIONS.

In February the system of semiannual promotions was introduced in the high school. It marks a progressive step in education, for by it the pupils are allowed and encouraged to proceed according to their strength, more so than under the annual system of promotions. Under the semiannual system pupils are not burdened with an excessive number of conditions. Heretofore pupils conditioned



in one, two, or even three subjects, whether these subjects were to be continued or not, were allowed to proceed with the regular advance work, which from the very nature of things was an almost impossible task. Now, when a condition is imposed, immediate attention is given to it, and pupils are advanced only when they have demonstrated by their scholarship that they are capable of advancement. Again, to be retarded half year in a subject is not so discouraging to the pupils as to be retarded the whole year. This method of promotion has had a marked salutary effect on pupils, parents, and teachers, and meets with universal approval. It is a reward to the hard worker, a spur to the indolent, and a greater opportunity to the deficient for grasp of essentials. Through it few pupils leave school.

#### HEADS OF DEPARTMENTS.

This year for the first time the division of the subjects of the curriculum into departments has been tried in this school. The work has been systematized and centralized and rendered more effective. Under efficient heads, well trained in the subjects of their respective departments, the work of the school will show progress from year to year. The four departments of the school are: English-History, Mathematics, Language, Science.

#### RECOMMENDATIONS.

The normal increase for the coming year will call for two additional teachers. One or two regular teachers should be appointed who would act as substitutes and do such other work as the principal might assign. The work of substitutes has not been very effective. It is difficult to get more than one substitute who can do more than draw a salary. The substitute or substitutes should be well educated, experienced, and capable of teaching two or more subjects.

#### ADDITIONAL ROOM.

More room for the proper administration of the school is imperative. The building built to accommodate 400 pupils should be enlarged, or a new building constructed capable of housing 1,000 pupils. In the meantime I recommend that the Abbey Simmons School, in the rear of the high school, be used as an annex and a connection be made between the two schools from the rear.

As soon as room will permit I recommend the conversion of the study hall on the second floor into a school library and reference room.

A gymnasium and sufficient ground in the neighborhood for physical exercise are immediate needs of the school. The various branches of athletics have had a healthy growth during the year under the

supervision of Mr. Edwin B. Henderson, instructor of physical culture, and the athletic committee of the faculty.

Permit me to thank you for your words and acts of encouragement during this arduous year of school work.

Very respectfully,

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

W. T. S. JACKSON,  
*Principal.*

M STREET HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1906-7.

Year.	Academic.			Scientific.			English history.			Normal.			Total.			From last year.	Admissions.	To college.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
First.....	12	0	12	14	10	24	3	0	3	51	152	203	80	162	242			
Second.....	21	5	26	12	8	20	0	0	0	4	94	98	37	107	144			
Third.....	27	13	40	6	0	6	0	0	0	3	60	63	36	73	109			
Fourth.....	18	18	36	3	0	3	0	0	0	2	51	53	23	69	92			13
Total.....	78	36	114	35	18	53	3	0	3	60	357	417	176	411	587	367	220	
Withdrawals....	2	0	2	0	0	0	0	0	0	19	18	37	21	18	39			
Total at close of year.....	76	36	112	35	18	53	3	0	3	41	339	380	155	393	548			
Graduates.....	10	6	16	3	0	3	0	0	0	9	45	54	22	50	72			

TABLE II Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	554.6	546.1	98.5
October.....	563.9	548.5	97.2
November.....	562.7	548.3	97.4
December.....	555.0	522.7	94.0
January.....	543.3	513.7	94.5
February.....	532.2	508.0	94.5
March.....	513.0	489.7	96.4
April.....	513.1	483.5	94.2
May.....	512.0	489.8	96.6
June.....	512.7	495.3	96.9
Total.....	534.0	511.0	95.7

TABLE III Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.
				Third year		Fourth year		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	14	345	376	24	65	.....	.....	89
1891-92.....	17	346	407	19	50	.....	.....	69
1892-93.....	18	400	444	29	61	.....	.....	90
1893-94.....	19	426	460	28	71	.....	.....	99
1894-95.....	22	550	618	.....	.....	48	83	131
1895-96.....	24	594	675	.....	.....	20	29	49
1896-97.....	26	640	736	.....	.....	22	57	79
1897-98.....	27	593	680	.....	.....	27	76	103
1898-99.....	29	586	678	.....	.....	26	66	92
1899-1900.....	31	633	704	.....	.....	35	64	99
1900-1901.....	31	624	749	.....	.....	18	63	81
1901-2.....	24	530	664	.....	.....	21	61	82
1902-3.....	24	530	571	.....	.....	20	82	102
1903-4.....	25	491	537	.....	.....	24	64	88
1904-5.....	25	476	516	.....	.....	18	65	83
1905-6.....	29	481	536	.....	.....	13	50	63
1906-7.....	32	534	587	.....	.....	22	50	72



## REPORT OF THE PRINCIPAL OF M'KINLEY MANUAL TRAINING SCHOOL.

SIR: In presenting this report I wish first to call attention to some of the difficulties under which the work of the McKinley Manual Training School has been conducted during the current year.

Besides the main building, we are using four class rooms in the Business High School, two rented rooms for free-hand drawing at 607 and 609 O street, a rented room for domestic science at 624 O street, another for a physics laboratory at 626 O street, and still another for art metal work at the same number. The O street rooms are more than a quarter of a mile from the main building, and are entirely unsuitable for school work. They are poorly arranged, have insufficient light, and can be ventilated only by means of the windows.

The four rooms in the Business High School have to serve as section rooms for all of our first-year sections, eight in number. There are about 260 pupils in these sections and 140 desks in the four rooms. This makes it necessary to provide that only part of the pupils shall report at one time. It is therefore arranged that, although each room must be the home of two sections and each desk be used by two pupils, one section reports for class work while the other reports at the main building, or at the O street rooms, for shop work, drawing, physics laboratory, domestic science, or domestic art. Much passing from one building to another is thus necessary, though we have endeavored to reduce this to a minimum. Our work has further been handicapped by the fact that our shops, laboratories, drawing rooms, and the domestic art room are too small for the needs of our classes.

I am aware that these difficulties, due to the lack of room and to the scattered condition of the school, are to be overcome in part by the proposed addition to the building. It is most unfortunate, however, that the plans for this addition have been reduced to such an extent that when the addition is completed it will not accommodate the number of students we now have. It is also to be deplored that, although the building fund has been available for eleven months, the contract has not yet been let. The needs of the school demand that work upon this addition be begun at the earliest possible date and be pushed to completion as rapidly as is consistent with careful construction. It is further to be regretted that when the two proposed additions shall have been finished, completing the building as planned, and covering

all the ground space now available—an event which can not occur within two years and may be deferred much longer—there will still be no provision for the school's growth from the present time. And there is every reason to believe that the school will grow rapidly in the future as it has in the past, if suitable opportunities are offered.

I therefore respectfully recommend: (1) That every effort possible be made to hasten the completion of the proposed addition to our building. (2) That, in the meantime, the present arrangement, whereby we use four rooms in the Business High School, be continued. (3) That an additional appropriation of \$100,000 (the amount required, in the judgment of the building inspector) be asked for at the next session of Congress for the completion of the building as planned. (4) That steps be taken as soon as possible to secure additional ground across the alley from the present structure upon which to provide, as conditions may require, for the growth of the school. Or better—(5) That steps be taken to secure a new, larger, and better located site, and to erect upon it a building which would fully accommodate 1,200 or 1,500 students, turning the present building over to other school uses. In view of the tremendous stimulus that manual training has received in recent months, it behooves the District of Columbia to make most liberal provision for this work.

The fact that many of our teachers have resigned during the year, and the delays and difficulties incident to filling the positions thus made vacant, have also interfered greatly with our work. There have been 9 vacancies since school opened in September in our teaching force of 35: Miss Wain, teacher of English, resigned October 1 to be married; Mr. Orton, teacher of physics, resigned October 1 to accept a position as examiner in the Patent Office; Mr. Schofield, detailed as clerk in the principal's office, resigned October 1 to go into newspaper work; Miss Ford, teacher of mathematics, resigned December 24 to be married; Mr. Miller, teacher of mechanical drawing, resigned March 15 to accept a position in the office of the electrical engineer of the District; Mr. Towne, teacher of steam and electricity, resigned April 8 to accept a position in the Geological Survey; Mr. Woodward, head of the mechanical drawing department, resigned April 10 to accept a position in the Bureau of Yards and Docks, Navy Department; Mr. Irey, detailed as clerk, was promoted May 17 to the position of messenger in the office of the board of education; the other vacancy was due to the fact that when school opened a teacher had not yet been appointed to succeed Mr. Illman, of the mechanical drawing department, who resigned last June to accept a position in the office of the Supervising Architect, Treasury Department. The men in this list left the McKinley school to take positions paying from about \$200 to \$560 more per year than they were receiving as teachers.



The school has been particularly unfortunate in loss of teachers in its department of mechanical drawing. Permit me to recount with some detail the year's experiences in keeping this department supplied with teachers. The year opened with two teachers doing the work of three, the place made vacant by Mr. Illman's resignation not having been filled. An examination was held by the board of education in September. Two candidates appeared; one had spent three years in this school and had had some experience as a draftsman, the other was a graduate of this school and had studied two years in the George Washington University, but had had no experience. Neither passed the examination.

A second examination was held in November, at which only one candidate presented himself, and he one of those who failed in September. A third examination was advertised in December, but no candidate appeared to take it. Finally, as a result of the fourth examination, at which no other candidate appeared, Mr. C. W. Rippey, who made by far the best grade of any candidate in the series of examinations, was appointed February 15.

The work of three men had been done by two, as nearly as was possible, for a period of five months, because of the difficulties encountered in securing the third man. Four weeks after Mr. Rippey's appointment Mr. Miller resigned, again leaving the work in the hands of two teachers. As the result of another examination Mr. Oleson, barely 20 years of age, a graduate of this school who had spent one and one-half years at Worcester Polytechnic Institute, was appointed. But before Mr. Oleson began work Mr. Woodward, for several years efficient head of the department, resigned. This left Mr. Rippey, appointed less than two months before, in charge of the work and, in fact, for two days the only teacher in the department. Since Mr. Woodward's resignation one examination has been held, at which the only candidate was a fourth-year student of this school. The third position is still vacant. The work of the department is now in the hands of two men, both appointed since the middle of the year. Mr. Oleson will leave at the close of the current year.

After this recital it is needless to say that this very important department is much weaker to-day than it was when school opened last September. Nor can we hope to strengthen it so long as the present salary schedule remains in force. It is absolutely impossible to secure and keep efficient teachers of mechanical drawing at an initial salary of \$800, with an annual increase of \$30. And the prospects are but little more encouraging even if drawing teachers can be assured of transfer from class four to class five at the earliest possible date under the law.

Another illustration of the injustice and absurdity of the present salary schedule is found in the machine shop. Here one teacher is



receiving a salary of \$830 (transferred by recent act of the board of education to class five at \$950 for next year) and the other \$800. Either of these could earn \$1,176 as machinists in the navy-yard shops. We ought to be able to pay much more than they can earn in the shops, instead of being compelled to pay less. Surely the combination of the qualities of teacher and machinist is worth more than those of the machinist alone. In fact, we ought to be able to engage at least one man in this shop who possesses the qualities of the teacher, has had four years of training in a higher technical school, and has spent considerable time in actual machine-shop work. Some day we shall add to these requirements training for the profession of teaching. But the way of progress is barred completely so long as the present salary schedule remains in force.

I wish to call attention to the fact that three of the resignations mentioned above took effect October 1—two weeks after school opened. All three of these teachers knew long before school opened that they were going to leave the system, but deferred their resignations till October 1 because they could thus draw a full month's pay for the work of two weeks. Those who resign October 1 of the present year, unless some change is made in the meantime, will draw a month's salary for one week's work, since school will open September 23. The point is that the present method of paying teachers encourages those who intend to leave the system to resign a few days after school opens instead of at the close of the preceding year. It is needless to say that school work suffers greatly in consequence of these deferred resignations.

In view of the conditions just described I recommend: (1) That all teachers of this school now belonging to class four be transferred to class five as soon as possible. (2) That every effort be made to change the present classification of high school teachers in such a way as will make it possible to secure and retain at least as well-prepared and as efficient teachers of drawing, manual training, domestic science, and domestic art as of academic subjects. (3) That a method of paying teachers be established that will not encourage resignations a week or two after school opens.

The work of the school has suffered also because of difficulties in securing substitute teachers. The pay of a substitute is so small that those who are fitted to serve in this capacity do not care to do so. Even those who are poorly fitted show little interest in the matter when they learn what pay they will receive. There is no approved list of substitutes from which the principal can select. He must secure his own list as best he can, and when an emergency arises he may exhaust this list and that of every other high school principal in the city, as I did on one occasion, without finding a

teacher. It is also unfortunate that there is no provision for paying a temporary teacher during the interim between a teacher's resignation and the appointment of his successor. Miss Ford's mathematics classes, after her resignation, were "passed around" among the other mathematics teachers and the principal for a period of two weeks on this account.

I respectfully urge that the question of substitute and temporary teachers be put upon a proper basis before the opening of the coming school year.

There are, however, many encouraging things in the record of the year's work. The teachers have shown themselves ready to cooperate in every movement for the good of the school. Many have taken advantage of opportunities to better fit themselves for their work. Two or three have pursued courses during the year in the George Washington University. Twenty attended the course of lectures by prominent educators, and nearly as many were present at the psychology lectures given by the superintendent. On the other hand, our teachers have visited high schools but little, either in this or in other cities, owing to the fact that the present substitute system discourages this kind of professional work.

The pupils have done their regular work creditably, and in addition have shown an enthusiastic interest in every undertaking likely to reflect credit upon the school. An altogether wholesome school spirit has been manifest. The occasional gathering of the entire body of pupils in the assembly hall of the Business High School has been of immense value in unifying the school and in cultivating a proper pride in its work. The victories won by our students in competition with representatives of the other high schools have also served this same purpose. Aside from the athletic victories of the year, which have been very creditable, we have won the following: (1) The colonelcy of the high school cadet regiment; (2) the high school cadet competitive drill; (3) first and second prizes in the art-poster contest, participated in by all the high schools; (4) the prize offered by the Sons of the Revolution for the best high school essay on a historical subject; (5) the inter high school debating championship. These victories have served also to give the school a better standing in the city.

It is not necessary to discuss at length the work of all the different departments. The ratings of teachers, submitted some time ago, indicate the quality of work being done. It may be added that there is a fair degree of correlation between the different departments. This is best worked out between the drawing departments and the shops. Much remains to be done in the way of correlating the academic work with the manual training. The proposed changes



in the course of study recommended by the committee appointed for this purpose will provide for a larger degree of such correlation. For example, the second year chemistry is changed from qualitative analysis to elementary industrial chemistry to be given to boys and girls separately, the purpose being to make it bear directly on domestic science and domestic art for the girls and on mechanical processes for the boys.

An additional teacher in wood turning should be engaged next year. This shop has been entirely in the hands of Mr. White up to the present time, but the work has grown to such an extent that he can not give the proper amount of individual attention to pupils. About 200 boys report to this shop each day. The number will be considerably larger next year.

Another teacher of freehand drawing should also be added. There are four teachers in this department at the present time, but every pupil in the school takes this subject, and a great deal of individual instruction is necessary. In fact the instruction should be almost wholly individual. The teachers are also doing excellent work in the application of design, which should be encouraged and enlarged.

With regard to additional teachers in other departments definite recommendations can not be made until the organization of the school for next year shall have been more accurately determined. It is practically certain, however, that two or three new teachers of academic subjects will be needed on account of increased enrollment. Further recommendations will be made in the near future.

I close this report as I began it -with a plea for more room. The school, excellent as its work is in most departments, has hardly begun to realize its possibilities in ministering to the educational needs of the District. New departments should be opened and the work of many of the present departments expanded. With the impetus recently given to manual and industrial training, there is no reason why our enrollment should not reach a thousand in two years, if we should be given plenty of room for growth.

Very respectfully,

GEO. E. MYERS,  
*Principal.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*





REPORT OF THE PRINCIPAL OF ARMSTRONG MANUAL  
TRAINING SCHOOL.

SIR: I respectfully submit a report of the work of the Armstrong Manual Training School for the year 1906-7:

Number of pupils from last year.....	218
Number of admissions during the year.....	200
Whole number of pupils enrolled.....	418

The work in the academic and industrial departments has been of the usual standard; the heads of departments have in the main cooperated with the principal and have had the loyal support of the teachers.

Several changes in text-books, notably the history used in the second year of the two-year course, would seem advisable.

In the number of teachers assigned to this school I find that our per capita enrollment for each teacher is somewhat misleading, owing to the fact that we are oversupplied with teachers of industrial subjects. We can well spare the service of two or three if they are needed in the graded schools.

I again call attention to the necessity of providing marketable instruction for the class of boys and girls whom we formerly entered as special students and who were deprived of that privilege this year. Such classes will form the nucleus for a trade school.

Very respectfully,

W. B. EVANS,  
*Principal.*

Dr. WM. E. CHANCELLOR,  
*Superintendent of Public Schools.*

## BOARD OF EDUCATION DISTRICT OF COLUMBIA.

Name, location, description, and cost of school buildings owned.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
				<i>Feet.</i>	
43	High schools: Central.....	O between 6th and 7th streets nw.	Brick...	197 by 55	Three stories and basement.
85	Eastern.....	7th and C streets se	do	86 by 164	do.
117	Western.....	35th and T streets nw	do	69½ by 174½	do.
144	Business.....	Rhode Island avenue between 8th and 9th streets nw.	do		do.
130	Manual Training School: McKinley.....	Rhode Island avenue and 7th street nw.	do		do.
65	First division: Adams.....	R street between 17th street and New Hampshire avenue nw.	do	73 by 83	Two stories and basement.
66	Berret.....	14th and Q streets nw	do	50 by 100	Three stories and basement.
52	Dennison.....	S between 13th and 14th streets nw.	do	92 by 89	do.
32	Force.....	Massachusetts avenue between 17th and 18th streets nw.	do	90 by 73	do.
15	Franklin.....	13th and K streets nw.	do	148 by 79	do.
84	Harrison.....	13th between V and W streets nw.	do	75 by 101	Two stories and basement.
119	Hubbard.....	Kenyon street between 11th and 12th streets nw.	do		do.
95	Johnson.....	School and Grant streets, Mount Pleasant.	do		do.
21	Johnson annex.....	School street, Mount Pleasant.	Frame..		Two stories.
125	Morgan.....	V between Champlain and 18th streets nw.	Brick...	65 by 96	Two stories and basement.
146	Ross.....	Harvard street between 11th and 13th streets nw.	do	81½ by 84½	do.
29	Thomson.....	12th between K and L streets nw.	do	91 by 28	Three stories and basement.
27	Second division: Abbot.....	New York avenue and L street nw.	do	102 by 42	do.
143	Gage.....	2d street above U street nw.	do		Two stories and basement.
33	Henry.....	O between 6th and 7th streets nw.	do	89 by 73	Three stories and basement.
44	Morse.....	R between New Jersey avenue and 5th street nw.	do	81 by 69	Two stories and basement.
57	Phelps.....	Vermont avenue between T and U streets nw.	do	70 by 40	do.
86	Polk.....	7th and P streets nw	do	70 by 84	do.
22	Seaton.....	I between 2d and 3d streets nw.	do	94 by 69	Three stories and basement.
45	Twining.....	3d between N and O streets nw.	do	81 by 69	Two stories and basement.
51	Webster.....	10th and H streets nw.	do	107 by 84	Three stories and basement.
46	Third division: Brent.....	3d and D streets se	do	81 by 69	Two stories and basement.
120	Dent.....	2d street and South Carolina avenue se.	do	56 by 95	do.
135	Edmonds.....	9th and D streets ne.	do		do.
115	Hilton.....	6th between B and C streets ne.	do	57½ by 93½	do.
67	Lenox.....	5th street between G street and Virginia avenue se.	do	70 by 83	do.
55	Maury.....	B between 12th and 13th streets ne.	do	70 by 84	do.
31	Peabody.....	C and 5th streets ne.	do	90 by 90	Three stories and basement.

a Part of Wallach site.

b Includes the purchase of additional ground.



*Name, location, description, and cost of school buildings owned.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam.....	1883	49	Sq. feet. 96,300	\$137,625.00	\$118,078.00	\$255,703.00
do.....	1891	22	(a)	(a)	77,000.00	77,000.00
do.....	1898	29	135,278	37,000.00	101,084.36	138,084.36
do.....	1905			72,500.00	177,009.28	249,509.28
do.....	1902			b 53,000.00	c 237,141.05	290,141.05
Furnace.....	1888	8	11,460	17,240.00	26,652.00	43,892.00
do.....	1889	9	5,000	15,000.00	25,048.50	40,048.50
Steam.....	1884	12	24,648	23,200.00	45,181.00	68,381.00
do.....	1879	12	21,828	60,000.00	36,215.00	96,215.00
do.....	1869	17	14,946	41,100.00	188,000.00	229,100.00
Furnace.....	1890	8	11,540	19,200.00	27,796.00	46,996.00
do.....	1900	8	15,626	9,375.60	38,046.44	47,422.04
do.....	1895	8	25,530	12,265.00	28,846.47	41,111.47
Stoves.....	1871	4	(d)	(d)	9,300.00	9,300.00
Furnace.....	1901	8	15,250	17,000.00	36,446.00	53,446.00
do.....	1906	8		b 65,458.15	43,213.87	108,672.02
do.....	1877	6	3,229	6,780.00	8,000.00	14,780.00
do.....	1876	9	6,448	16,120.00	20,000.00	36,120.00
do.....	1904	8		12,000.00	45,589.60	57,589.60
Steam.....	1880	12	(e)	(e)	45,000.00	45,000.00
Furnace.....	1883	8	18,318	11,500.00	23,670.00	35,170.00
do.....	1887	8	11,468	19,466.00	24,521.00	43,987.00
do.....	1891	8	(e)	(e)	27,000.00	27,000.00
Steam.....	1871	12	18,750	24,375.00	35,000.00	59,375.00
Furnace.....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam.....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace.....	1883	8	8,500	8,500.00	22,065.00	30,565.00
do.....	1900	8	12,920	12,195.00	34,536.05	46,731.05
do.....	1903	8		13,812.00	55,000.00	68,812.00
do.....	1898	8	7,500	11,000.00	28,368.25	39,368.25
do.....	1889	8	10,928	5,500.00	25,135.00	30,635.00
do.....	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam.....	1879	12	14,620	21,900.00	38,150.00	60,050.00

c Includes increased cost of extension of the building.

d Part of Johnson School site.

e Part of Central High School site.

*Name, location, description, and cost of school buildings owned—Continued.*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
				<i>Feet.</i>	
141	Third division—Cont'd. B. B. French Manual Training School.	7th and G streets se...	Brick...		Two stories....
59	Towers.....	8th and C streets se...	do...	56 by 104	Two stories and basement.
4	Wallach.....	D between 7th and 8th streets se.	do...	99 by 76	Three stories and basement.
42	Fourth division: Amidon.....	F and 6th streets sw...	Brick...	81 by 69	Two stories and basement.
70	Arthur.....	Arthur place between B and C streets nw.	do...	67 by 84	do.....
123	Bowen, Sayles J.....	3d and K streets sw...	do...	275 by 102	do.....
60	Bradley.....	13½ between C and D streets sw.	do...	70 by 84	do.....
105	Greenleaf.....	4½ between M and N streets sw.	do...		do.....
23	Jefferson.....	D and 6th streets sw...	do...	172 by 88	Three stories and basement.
16	McCormick.....	3d between M and N streets se.	do...	55 by 55	Two stories and basement.
17	Potomac.....	12th between Maryland avenue and E street sw.	do...	72 by 32	Two stories....
64	Smallwood.....	I between 3d and 4½ streets sw.	do...	79 by 83	Two stories and basement.
150		4th and M streets se...	do...	69½ by 86½	Two stories and basement.
63	Fifth division: Addison.....	P between 32d and 33d streets nw.	do...	54 by 98	do.....
25	Conduit Road.....	Conduit road.....	Frame...		One story.....
68	Corcoran.....	28th street between M street and Olive avenue nw.	Brick...	68 by 82	Two stories and basement.
26	Curtis.....	O between 32d and 33d streets nw.	do...	97 by 79	Three stories and basement.
92	Fillmore.....	35th between R and S streets nw.	do...	70 by 84	Two stories and basement.
41	Grant.....	G between 21st and 22d streets nw.	do...	92 by 88	Three stories and basement.
1	High Street.....	Wisconsin avenue nw	Frame...	58 by 30	Two stories....
147	Hyde.....	O between 32d and 33d streets nw.	Brick...	80 by 80	Two stories and basement.
69	Jackson.....	R between 30th and 31st streets nw.	Brick...	70 by 84	Two stories and basement.
110	Reservoir.....	Conduit road.....	Frame...		Two stories....
14	Threlkeld.....	36th street and Prospect avenue nw.	Brick...	75 by 29	do.....
114	Toner.....	24th and F streets nw.	do...	67 by 85	Two stories and basement.
54	Weightman.....	23d and M streets nw.	do...	76 by 83	do.....
48	Sixth division Benning.....	Benning, D. C.....	do...		Two stories....
50	Blair.....	I between 6th and 7th streets ne.	do...	70 by 84	Two stories and basement.
145	Blow.....	19th street and Benning road ne.	do...	80½ by 83½	Two stories and basement.
37	Hamilton.....	Bladensburg road, D. C.	do...		Two stories....
128	Kenilworth.....	Anacostia avenue, Kenilworth, D. C.	do...	36 by 100	do.....
142	Ludlow.....	6th and G streets ne.	do...		Two stories and basement.
71	Madison.....	10th and G streets ne.	do...	70 by 84	do.....
94	Pierce.....	14th and G streets ne.	do...	70 by 84	do.....
88	Taylor.....	7th between F and G streets ne.	do...	70 by 84	do.....
121	Webb.....	15th and Rosedale streets ne.	do...	153 by 20	do.....
136	Wheatley.....	12th and N streets ne.	do...		do.....
104	Seventh division: Brightwood.....	Brightwood, D. C.....	do...		do.....
151		9th and Ingraham streets.	Brick, frame, and stucco.		One story and basement.
113	Chevy Chase.....	Connecticut avenue extended.	Frame...		Two stories....

a Includes cost of o.d building, \$1,200.

*Name, location, description, and cost of school buildings owned—Continued.*

How heated.	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i>	Value of site.	Cost of building.	Total cost.
Furnace.....	1840	4	3,163	\$2,370.00	\$22,038.00	\$24,408.00
do.....	1904	8	(b)	(b)	24,999.00	24,999.00
do.....	1887	8	(b)	(b)	24,999.00	24,999.00
Steam.....	1864	14	107,834	106,436.00	40,000.00	146,436.00
Furnace.....	1882	8	8,953	7,835.00	18,232.00	26,067.00
do.....	1889	8	19,590	15,672.00	27,652.00	43,324.00
Steam.....	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace.....	1887	8	13,189	6,591.00	24,992.00	31,586.00
do.....	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam.....	1872	20	69,788	38,400.00	72,000.00	110,400.00
Furnace.....	1870	4	13,575	4,395.00	7,000.00	11,395.00
Stoves.....	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace.....	1888	8	14,190	8,519.00	26,652.00	35,171.00
do.....		8	21,025	10,778.77	47,650.00	58,428.77
do.....	1885	8	12,450	7,470.70	29,313.00	36,783.70
Stoves.....	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace.....	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam.....	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace.....	1892	8	18,204	9,925.00	27,046.46	36,971.46
Steam.....	1882	12	21,033	16,826.00	40,428.00	57,254.00
Stoves.....	1853	4	7,296	4,330.00	3,000.00	7,330.00
Furnace.....	1907	8	18,295	13,476.50	46,522.08	59,998.58
do.....	1889	8	17,825	10,700.00	28,731.00	39,431.00
do.....	1897	4	89,760	2,000.00	5,992.18	7,992.18
Stoves.....	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace.....	1898	8	10,719	8,763.50	29,055.29	37,818.79
do.....	1886	8	13,712	13,712.00	29,324.00	43,036.00
Stoves.....	1883	4	43,560	2,178.00	8,935.00	11,113.00
Furnace.....	1884	8	22,013	6,600.00	22,071.00	28,671.00
do.....	1906	8	54,750	11,750.00	45,475.20	57,225.20
Stoves.....	1891	4	32,670	800.00	4,000.00	4,800.00
Furnace.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
do.....	1904	8		13,769.37	42,539.83	56,309.20
do.....	1889	8	9,980	6,468.00	25,644.00	32,112.00
do.....	1894	8	10,000	10,000.00	26,152.00	36,152.00
do.....	1891	8	12,650	8,475.50	26,524.50	35,000.00
do.....	1900	8	18,360	8,924.95	33,856.39	42,781.34
do.....	1903	8		7,500.00	47,497.00	54,997.00
Steam.....	1888	8	18,234	5,470.00	20,885.00	26,355.00
Furnace.....	1896	5	35,000	8,400.72	26,316.00	34,716.72
do.....	1898	4	40,000	6,000.00	9,837.48	15,837.48

b Part of Wallach site.



Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	Seventh division—Cont'd.			<i>Feet.</i>	
72	Monroe.....	Columbia road between Brightwood and Sherman avenues nw.	Brick...	70 by 84	Two stories and basement.
131	Petworth.....	Philadelphia street near Brightwood avenue nw.	do...	48 by 85	do.
118	Takoma.....	Takoma Park.....	do...	160 by 187	do.
102	Tenley.....	Tenley, D. C.....	do...		do.
101	Woodburn.....	Riggs road near Blair road.	do...		do.
13	Bates Road <sup>a</sup> .....	Bates road near Soldiers' Home.	do...	31 by 61	One story.
2	Tunlaw Road <sup>b</sup> .....	Tunlaw road, near Loughborough road.	do...		do.
35	Grant Road.....	Grant road between Wisconsin and Connecticut avenues extended.	Frame.....		One story.
	Eighth division:				
96	Buchanan.....	E, between 13th and 14th streets se.	Brick.....		Two stories and basement.
111	Congress Heights....	Congress Heights, D. C.	Brick.....		do.
137	Cranch.....	12th and G streets se.	do...	79 by 36	do.
73	Good Hope <sup>d</sup> .....	Good Hope, D. C.....	Frame.....		One story.
149	Ketcham.....	Adams street, between Jackson and Harrison, Anacostia, D. C.	Brick...	106½ by 64½	Three stories and basement.
122	Orr.....	Prout street, Twining City.	do...	150 by 125	Two stories and basement.
138	Stanton.....	Good Hope Hill.....	do...		One story and basement.
83	Tyler.....	11th, between G and I streets se.	do...	70 by 84	Two stories and basement.
87	Van Buren.....	Jefferson street, Anacostia, D. C.	do...		do.
38	Van Buren Annex.....	do.....	do...		Three stories.
	Ninth division:				
61	Blake.....	North Capitol, between K and L streets nw.	do...	70 by 84	Two stories and basement.
103	Brookland.....	Brookland, D. C., 10th and Monroe streets.	do...		do.
58	Carbery.....	5th, between D and E streets ne.	do...	70 by 84	do.
116	Eckington.....	1st street and Quincy place ne.	do...	72 by 94	do.
133	Emery.....	Lincoln avenue and Prospect street ne.	do...	86 by 134	do.
36	Gales.....	1st and G streets nw.	do...	90 by 66	Three stories.
107	Hayes.....	5th and K streets ne.	do...	70½ by 93½	Two stories and basement.
108	Langdon.....	Langdon D. C., Queen's Chapel road.	Frame.....		Two stories.
9	Queen's Chapel Road. Colored.	On Langdon site.....	do...	25 by 31	One story.
82	High school—M street.....	M street, between 1st street and New Jersey avenue nw.	Brick...	80 by 147	Three stories and basement.
129	Manual training school: Armstrong.....	P, between 1st and 3d streets nw.	do...		Two stories and basement.
	Tenth division:				
75	Briggs.....	2d and E streets nw.	do...	67 by 83	do.
6	Chain Bridge Road...	Chain Bridge road, near Condit road.	Frame.....		One story.
10	Chamberlain <sup>f</sup> .....	East street, Georgetown.	do...		Two stories.
62	Magruder.....	M, between 16th and 17th streets nw.	Brick...	56 by 104	Two stories and basement.
140	Montgomery.....	27th, between I and K streets nw.	do...		do.
81	Phillips.....	N, between 27th and 28th streets nw.	do...	70 by 84	do.
139	Reno.....	Fort Reno, D. C.....	do...		One story and basement.

<sup>a</sup> Used as a storeroom.

<sup>b</sup> Burned down in March, 1874.

<sup>c</sup> Part of Langdon site.

<sup>e</sup> Increased by \$1,800 spent in 1903.

<sup>d</sup> Used as a cooking school.

*Name, location, description, and cost of school buildings owned—Continued.*

How heated.	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i>	Value of site.	Cost of building.	Total cost.
Furnace.....	1889	8	15,000	\$4,500.00	\$23,988.00	\$28,488.00
.....do.....	1902	4	18,135	5,500.00	23,143.00	28,643.00
.....do.....	{ 1899 1903 }	8	29,920	2,992.00	19,611.78	22,603.78
Steam.....	{ 1882 1896 }	8	43,560	10,890.00	27,920.00	38,810.00
Furnace.....	1896	4	53,930	2,695.50	10,210.00	12,905.50
Stoves.....	{ 1866 1868 }	2	43,560	400.00	1,000.00	2,000.00
.....do.....	1864	1	43,560	150.00	500.00	650.00
.....do.....	{ 1864 1880 }	2	43,560	4,356.00	1,200.00	5,556.00
Furnace.....	1895	8	20,584	10,000.00	27,562.43	37,562.43
.....do.....	1898	8	10,760	3,320.00	23,000.00	26,320.00
Steam.....	{ 1872 1903 }	8	7,776	6,940.00	41,543.00	48,483.00
Stoves.....	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace.....		8	49,920	10,000.00	49,502.61	59,502.61
.....do.....	1900	4	18,750	2,411.24	22,294.68	24,705.92
.....do.....	1903	4	.....	2,287.00	24,050.00	26,337.00
.....do.....	1890	8	11,588	8,691.00	25,972.00	34,663.00
.....do.....	1891	8	15,600	25,000.00	26,864.00	51,864.00
Stoves.....	1881	6	15,600	2,500.00	6,837.00	9,337.00
Furnace.....	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam.....	{ 1891 1896 1903 }	12	15,000	2,475.00	21,552.00	24,027.00
Furnace.....	1887	8	11,751	8,800.00	29,980.00	38,780.00
.....do.....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam.....	1902	12	20,227	14,713.00	42,269.00	56,982.00
.....do.....	1881	12	12,764	22,300.00	40,116.00	62,416.00
Furnace.....	1897	8	13,671	9,999.45	28,979.61	38,979.06
.....do.....	1897	4	43,560	800.00	7,964.11	8,764.11
Stoves.....	1865	1	(c)	(c)	500.00	500.00
Steam.....	1890	24	24,591	24,592.00	82,317.00	106,909.00
.....do.....	1902	17	30,375	15,198.50	118,206.21	133,404.71
Furnace.....	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves.....	1865	1	21,780	1,100.00	500.00	1,600.00
Furnace.....	{ 1866 1887 }	8	5,800	2,000.00	29,113.00	2,000.00
.....do.....	1903	8	.....	7,500.00	46,881.00	54,381.00
.....do.....	1890	8	13,302	11,400.00	26,066.00	37,466.00
.....do.....	1903	4	.....	3,000.00	23,849.00	26,849.00

/ Razed to the ground.

c Includes the cost of two lots adjoining Magruder School—lots 22 and 23, square 182.

## Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
				<i>Feet.</i>	
	<b>Tenth division—Cont'd.</b>				
97	Stevens.....	{21st, between K and L streets nw.	{do.....		{Three stories and basement.
19	Summer.....	17th and M streets nw.	do.....	94 by 69	do.....
49	Wormley.....	Prospect avenue, between 33d and 34th streets nw.	do.....	70 by 84	Two stories and basement.
	<b>Eleventh division:</b>				
39	Banneker.....	3d, between K and L streets nw.	do.....	81 by 69	do.....
24	Benning Road Annex <sup>a</sup>	Benning road.....	Frame.....		One story.....
56	Benning Road.....	do.....	do.....		do.....
91	Burrville.....	Burrville, D. C.....	do.....		Two stories.....
30	Cook, John F.....	{O, between 4th and 5th streets nw.	{Brick.....	96 by 58	Three stories.....
152	Deanwood.....	{Whittingham place and Lane place.	{Brick, frame, and stucco.		{One story and basement.
99	Douglass.....	1st and Pierce streets nw.	do.....		Two stories and basement.
100	Ivy City.....	Ivy City, D. C.....	Frame.....		One story.....
77	Jones.....	1st and L streets nw.	Brick.....	67 by 83	Two stories and basement.
90	Logan.....	3d and G streets ne.....	do.....	70 by 84	do.....
124	Lovejoy.....	12th and D streets ne.....	do.....	75 by 87½	do.....
98	Payne.....	15th and C streets se.....	do.....		do.....
134	Simmons, Abby S.....	Pierce, between 1st street and New Jersey avenue nw.	do.....		do.....
	<b>Twelfth division:</b>				
172	Bruce.....	Marshall street, between Brightwood and Sherman avenues nw.	do.....	71½ by 86	do.....
47	Bunker Hill Road.....	Bunker Hill road.....	do.....		One story.....
11	Fort Slocum.....	Blair road.....	Frame.....		do.....
34	Garnet.....	10th and U streets nw.	do.....	90 by 73	Three stories and basement.
76	Garrison.....	12th, between R and S streets nw.	Brick.....	70 by 84	Two stories and basement.
132	Langston.....	P, between North Capitol and 1st streets nw.	do.....	70 by 105	do.....
8	Military Road.....	Military road, near Brightwood.	Frame.....		One story.....
40	Mott.....	{Trumbull and 6th streets nw.	{Frame and brick.		Two stories.....
93	Patterson.....	Vermont avenue, near U street nw.	Brick.....	70 by 84	Two stories and basement.
80	Slater.....	P, between North Capitol and 1st streets nw.	do.....	70 by 84	do.....
89	Wilson.....	17th, between Euclid street and Kalorama road.	do.....	70 by 84	do.....
5	Military Road <sup>e</sup> .....	Military road, near Broad Branch road.	Frame.....	26 by 34	One story.....
7	Brightwood.....	Brightwood, near Rock Creek Ford road.	do.....	21 by 34	do.....
12	Brentwood Road /.....	Brentwood road, near Queen's Chapel road.	do.....		do.....
	<b>Thirteenth division:</b>				
79	Ambush.....	L, between 6th and 7th streets sw.	Brick.....	70 by 84	Two stories and basement.
3	Anacostia Road <sup>g</sup> .....	Anacostia, D. C.....	Frame.....		One story.....
109	Anthony Bowen.....	9th and E streets sw.	Brick.....	70 by 92½	Two stories and basement.
78	Bell.....	1st, between B and C streets sw.	do.....	67 by 83	do.....
74	Birney Annex.....	Rear Nichols avenue, Hillsdale, D. C.	Frame.....		Two stories.....
127	Birney.....	Nichols avenue, Hillsdale D. C.	Brick.....	136 by 320	Two stories and basement.
148	Cardozo.....	I, between Half and 1st streets sv.	do.....	82 by 84	do.....

<sup>a</sup> One room used for cooking and one room for grades.<sup>b</sup> Part of original site.<sup>c</sup> Estimated.<sup>d</sup> Part of Garnet School site.<sup>e</sup> Used for manual training.



Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i>	Value of site.	Cost of building.	Total cost.
Steam.....	1868	20	16,481	\$16,481.00	\$40,000.00	\$56,481.00
do.....	1896	10	11,984	25,156.00	70,000.00	95,156.00
Furnace.....	1871	8	13,240	6,600.00	23,495.00	30,095.00
do.....	1884					
do.....	1882	8	9,653	10,600.00	20,000.00	30,600.00
Stoves.....	1864	2	(b)		c 1,000.00	1,000.00
do.....	1874	2	21,780	900.00	3,135.00	4,035.00
do.....	1886	2	15,000	600.00	2,750.00	3,350.00
Furnace.....	1888	11	8,640	6,900.00	18,000.00	24,900.00
do.....	1892					
do.....	1868					
do.....	1877					
do.....		5	43,470	3,471.34	26,384.00	29,855.34
do.....	1896	8	9,600	10,560.00	26,296.00	36,856.00
Stoves.....	1886	2	7,200	3,600.00	2,604.38	6,204.38
Furnace.....	1889	8	14,806	11,100.00	25,396.00	36,496.00
do.....	1891	8	9,125	8,486.25	26,513.75	35,000.00
do.....	1872	8	14,010	5,000.00	36,136.08	41,136.08
do.....	1901	8	8,480	4,240.00	22,695.00	26,935.00
do.....	1896	8		9,886.00	52,000.00	61,886.00
do.....	1903					
do.....	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves.....	1883	1	43,360	900.00	2,700.00	3,600.00
do.....	1897	1	21,780	1,089.00	500.00	1,589.00
Steam.....	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace.....	1889	8	14,400	16,200.00	24,540.00	40,740.00
do.....	1902	8	18,000	13,500.00	36,855.00	50,355.00
Stoves.....	1865	2	43,500	3,500.00	1,200.00	4,700.00
do.....	1871	10	18,150	9,075.00	17,428.00	26,503.00
Furnace.....	1882	8	(c)	(d)	26,118.00	26,118.00
do.....	1893	8	12,000	11,000.00	26,067.00	37,067.00
do.....	1894	8	15,000	9,000.00	26,000.00	35,000.00
Stoves.....	1864	1	21,780	100.00	400.00	500.00
do.....	1865	1	21,780	150.00	600.00	750.00
do.....	1867	1	21,780	100.00	500.00	600.00
Furnace.....	1889	8	11,000	11,750.00	23,885.00	35,635.00
Stoves.....	1864	1	43,360	1,310.00	600.00	1,910.00
Furnace.....	1867	8	10,555	10,600.00	27,129.63	37,729.63
do.....	1897	8	11,920	9,536.00	25,600.00	35,145.00
Stoves.....	1889	4	(A)	(B)	c 2,000.00	2,000.00
Furnace.....	1901	8	43,360	2,500.00	37,911.05	40,411.05
do.....	1907	8	43,375	13,500.00	46,328.67	59,828.67

c Abandoned.

f Demolished.

A Part of original Birney site.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
Thirteenth division - Con.					
106	Garfield.....	Garfield, D. C.....	Frame.....		Two stories.
63	Giddings.....	G. between 3d and 4th streets se.	Brick....	70 by 84	Two stories and basement.
20	Hillsdale <sup>b</sup> .....	Nichols avenue, Hillsdale, D. C.	Frame.....		Two stories.
18	Lincoln.....	2d and C streets se.....	Brick....	75 by 68	Three stories and basement.
28	Randall.....	1st and I streets sw.....	do.....	90 by 72	Three stories.
126	Syphax.....	Half, between N and O streets sw.	do.....	81 by 85	Two stories and basement.
	Total.....				

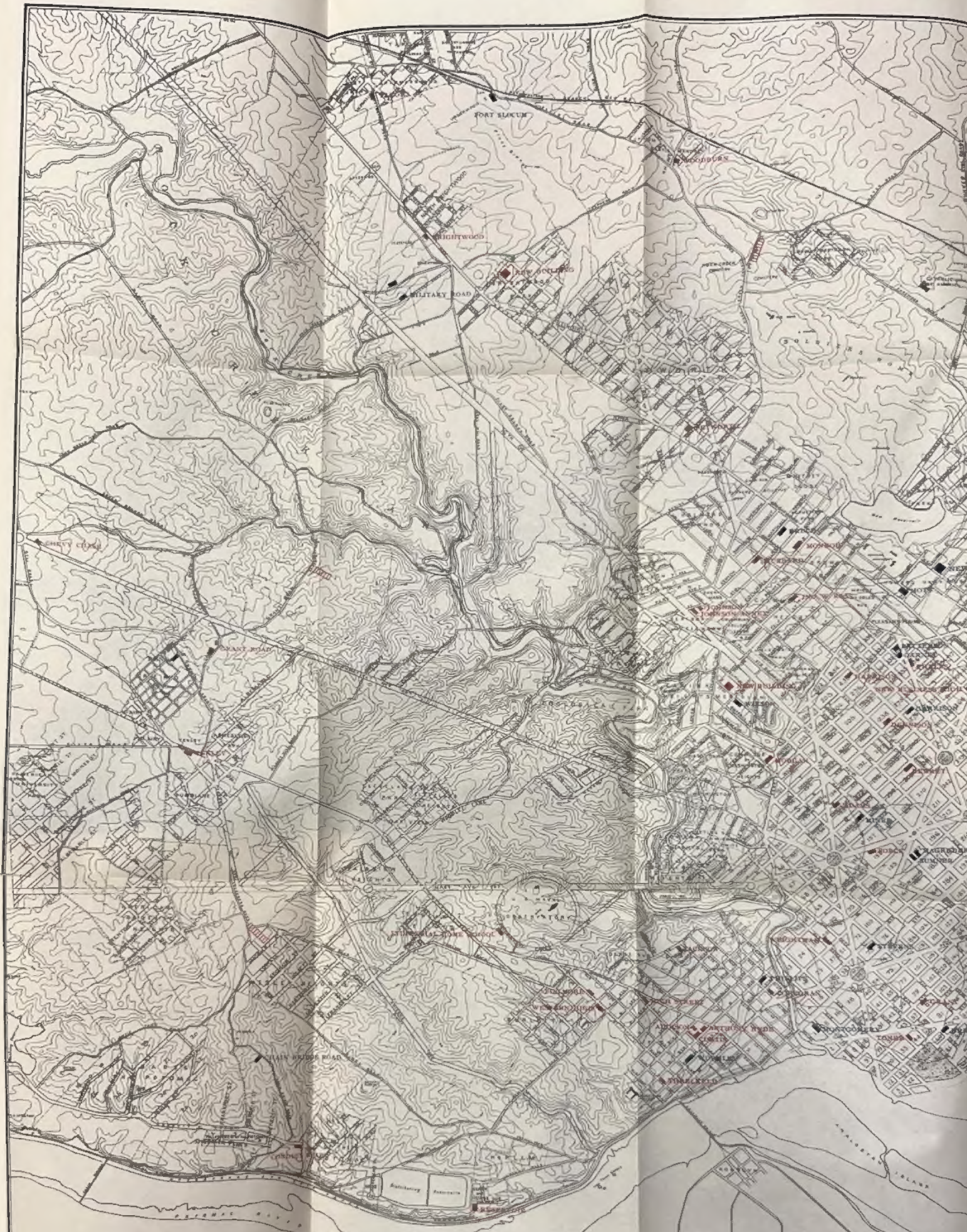
<sup>a</sup> Increased by cost of additional ground included.  
<sup>b</sup> Used for manual training and cooking schools.

*Name, location, description, and cost of school buildings owned—Continued.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Stoves.....	{ 1887	6	43,560	\$900.00	\$5,247.00	\$6,147.00
Furnace.....	{ 1886					
	1887	8		9,132.00	24,952.00	34,084.00
Stoves.....	1871	c 4	41,832	1,700.00	5,000.00	6,700.00
Steam.....	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace.....	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam.....	1901	8	19,030	5,754.00	39,237.00	44,991.00
				1,819,474.04	4,663,020.49	6,482,494.53

c Reduced by abandoning two rooms.





MAP OF THE  
DISTRICT OF COLUMBIA  
SHOWING LOCATION OF SCHOOLS

WHITE SCHOOLS  
COLORED SCHOOLS  
LOT ONLY OR UNOCCUPIED

SCALE

AUTHORITIES

District of Columbia Survey Charts, U.S. G.S. Survey  
Records of the Office of the Surveyor, District of Columbia.  
Special Surveys made for preparing a Plan for High-  
way Extensions, District of Columbia, outside of the  
City of Washington.

NOTES

Elevations are in feet and are referred to the  
plane 0001 feet above half tide level of the Po-  
tomac River.



